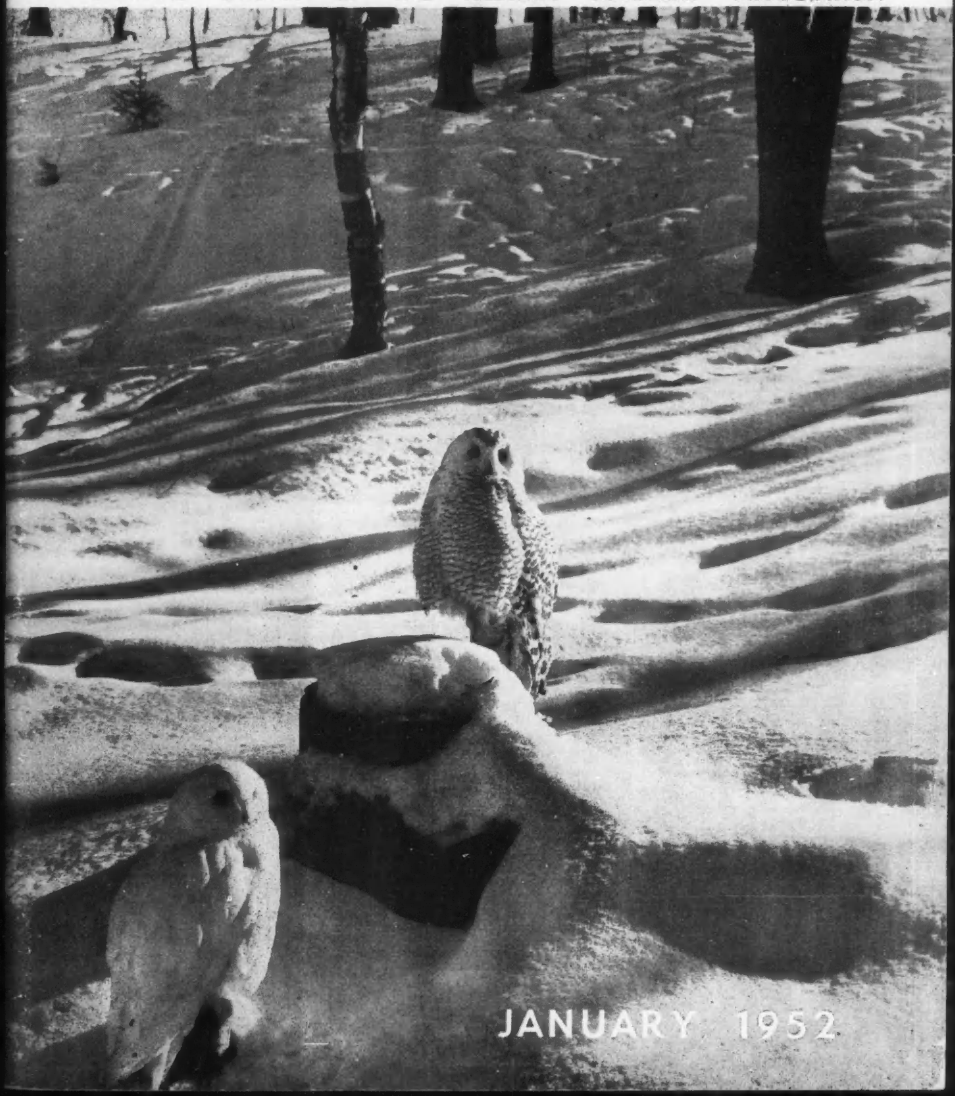
THE ATA MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



JANUARY 1952



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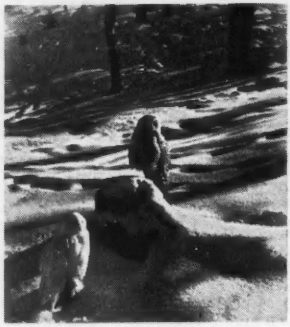
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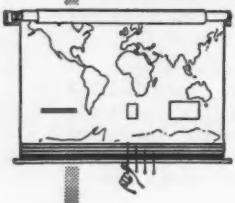
"Edmonton's Smart Store"

THIS MONTH'S COVER



Migrating from the Arctic, Snowy Owls, such as shown on the cover this month, are often seen in the wooded areas of Alberta at this time of year. The photograph was taken by Alfred Blyth, ARPS, APSA, Edmonton, and has been shown in Canada and United States, as well as in many other parts of the World.

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Editorial

THE DECLINE OF THE DEPARTMENT OF EDUCATION

FOR 40 years the Department of Education has been located in the legislative buildings. In December, it was moved to the second floor and basement of a building on 105 Street, just south of Jasper.

The Department of Education Used To Be Of Some Importance

In most provinces of Canada, the Department of Education is regarded as one of the most important departments of the government. Education is a vital social service and a carefully guarded responsibility of each provincial government. Alberta has been no exception. Our Department of Education has played a vital part in Alberta's development through the leadership of some of Alberta's most outstanding men. Hon. A. C. Rutherford was Alberta's first premier and minister of education. D. S. McKenzie, G. W. Gorman, and G. Fred McNally served the province faithfully and well as deputy ministers of education. Teachers still speak of the Hon. William Aberhart's term of office, as premier, and minister of education, as "the Golden Age" for education.

Like other departments of the government, the Department of Education has grown and has needed more space for years. It has been assumed by teachers, trustees, and other people interested in schools that the department would continue to occupy its quarters in the legislative buildings, crowded as they were, until the new administration building had been completed, when it would be given more room in the legislative buildings.

New Quarters

These new quarters, which are supposed to be temporary, are not what the Department of Education has been used to. They are not just crowded, they are jammed. They lack dignity and prestige. From the new private offices, instead of the beautiful Saskatchewan river valley, which visitors used to gaze at from the legislative buildings, visitors now have an unrestricted view of a motley collection of ash cans and garbage cans.

What Has Happened To Education—To Independent Thinking?

Other blows, besides being ousted from the legislative buildings, have been dealt to education in Alberta over the last few years. According to statements made by the minister of municipal affairs, the core of the new *County Act* is to make school boards responsible to municipal councils. And no one has protested except trustees and teachers. Why? For one reason, departmental officials and superintendents are civil servants and, as such, are not permitted to make statements about any government policy in education, regardless of what they think may be the effect on the school system. Trustees and teachers

are the only ones who know the facts and who can speak freely about these matters.

This is the time to remind everyone that the Alberta Teachers' Association recommended that superintendents be employed by school boards, just as in city school systems, so that they might have some measure of independence.

University Professors Also Members of "The Silent Service"

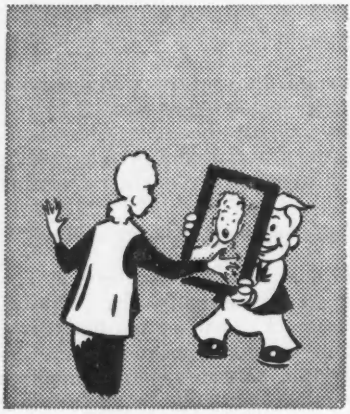
Our university is almost another branch of the civil service. The majority of the board of governors are appointed by the executive council of the government. The present chairman of the board is a civil servant. The executive council of the government appoints the president of the university. It is interesting to note that no statement about the county system and the schools has been made by any member of the university staff, including that of the Faculty of Education, except by the late Dr. Clarence Sansom. And people can still remember what happened to Dr. Clarence Sansom over twenty years ago, when he dared oppose the then minister of education in order to maintain his professional integrity; which he did, at the cost of his job. A complement of a continuing democratic society is a strong independent university with all the staff members enjoying security of tenure and academic freedom.

For How Much Longer Can The Department Of Education Last?

Some time ago, the secretary of the Alberta Teachers' Association expressed a fear that the Department of Municipal Affairs seemed to be taking over the Department of Education. The possibility of this happening is greater now than ever before. If the present trend continues, it will only be a matter of a short time before school boards in Alberta are under the control of municipal councils. When that is accomplished, it should not be long before the Department of Education is reorganized as a branch of the Department of Municipal Affairs. Superintendents, as civil servants, can't say a word. Neither can the members of the Faculty of Education. The trustees and teachers seem to be the only ones left to fight for preservation of the Department of Education in Alberta as an entity.

Compare Alberta With Ontario And British Columbia

Compare the status of education in Alberta with that in Ontario and British Columbia. In these two provinces, the present governments have won elections with policies of "more money for schools" and "better schools for our children." In Alberta, it is interesting to speculate whether or not some future election will be won, and lost, on educational policies. Should that happen, moving the Department of Education from its old home in the legislative buildings to a second floor and basement may become a matter of some significance.



What we are, speaks.

It Starts In The Classroom

HARRY A. FOSDICK
Field Representative
California Teachers' Association

National Education Association has published a Handbook which shows the importance of the teachers in school public relations programs. A copy of the handbook may be borrowed from The ATA Library.

IF you wanted to start an attack on the schools of your community, where would you look for support and following?

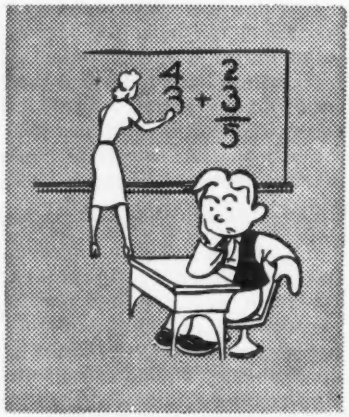
To dissatisfied parents of schoolchildren, of course! What chance would any attack have if the parents of the community believed fervently that their children were receiving superior education under superior teachers?

Now add one more observation—most parents "base their entire judgment of the school system and the profession on the impression they receive from one teacher—or on the report of someone's contact with one teacher."

There's only one conclusion possible. The leading role in fighting unwarranted attacks on the public schools falls to the classroom teachers of every community. They comprise the front line in any counter-attack. "A community that appreciates its teachers takes pride in its schools."

The National School Public Relations Association, a department of the National Education Association, has set out to prepare America's teachers for this vital role by making its 1951 yearbook a public relations handbook for classroom teachers.

NSPRA officers noted that so much attention has been given to superintendent's annual reports, press relations, radio and television programs, and the work of full time public relations consultants employed by some districts that the funda-



Why we teach what we teach.

mentals of school-community relations too often were being ignored.

"Public relations isn't something to be left to the experts. Actually IT STARTS IN THE CLASSROOM," they declared. And that's what they named their book.

Extraordinarily Ordinary

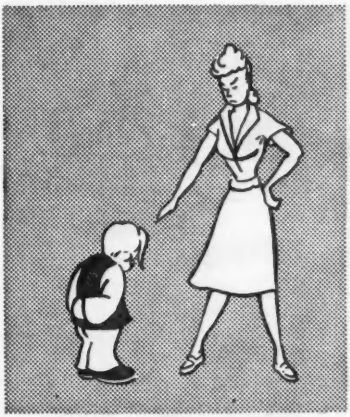
Deliberately the writers excluded ideas and technics that involved school policy or required action by a whole faculty association to become effective. They centered their attention on ways individual teachers could perform their regular, ordinary tasks with new emphases which take maximum advantage of each public relations opportunity.

What are the areas where teachers frequently make enemies who may later form the supporting forces for the school's attackers? The yearbook committee cites some common but conspicuous examples:

The teacher who, at end of her patience, scolded the mother of one child "for coming here and insinuating that I haven't done the best any teacher could do for a child of such limited abilities." [It was noted that five parents, four of whom had not visited the teacher, later complained to the principal regarding the way parents and children were treated by his teachers (plural).]



How we teach.



To and through pupils.

The apologetic tone used by some who identify their vocation with, "I'm JUST a teacher."

The misguided teacher who condemned public schools for "graduating hordes of students culturally illiterate and unable to use the basic tools of communication."

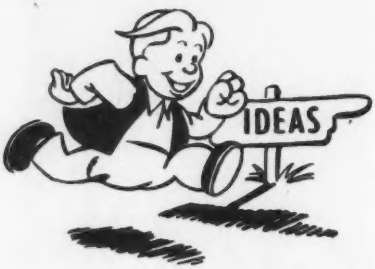
Teachers who made ill-considered homework assignments as punishments or as "busy work."

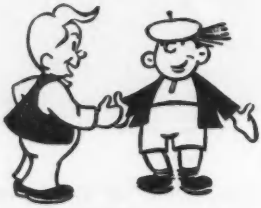
On a report card already damning the boy with bad grades, one teacher informed the parents that "John is a liar."

Another teacher who refused to explain to his class why he was requiring certain activity, stating that "I have my reasons or I wouldn't tell you to do it. It's your business to do what I say."

Classified Calamities

Stated in broad classifications, the NSPRA yearbook committee said these and other samples indicated











failures in personal relationships with the community through lack of pride, loyalty and tact, failures to interpret "Why We Teach," failures in classroom teaching technics, failures in home relationships through assignments and reports, and failures to utilize opportunities inherent in co-curricular activities.

While some teachers fail in these areas, others have found them the ideal channels to good community relations. *It Starts in the Classroom* brings together the experiences of hundreds of teachers who have been successful practitioners. It makes their technics available to every teacher.

Pre-Requisite to Technics

Several personal characteristics are essential before the teacher can achieve maximum benefit from specific public relations technics, the editorial committee declared.

Pride in the profession is cited as the first requisite to individual effectiveness as a representative of the profession. *Loyalty to the profession* is next, following the principle that "where praise seems impossible, silence is the rule."

Interest is called the key to positive public relations as it is to learning. "Do you listen to others—pupils, parents, associates, acquaintances—with genuine interest or with only tolerance? Does your attitude and manner reflect your love of children and pleasure in your work?"

Child-Centred Conversations

A blast at the teachers' brand of that great American pastime—griping—is implied in the admonition that in all contacts and all conversations concerning the profession, teachers should "stress what teachers DO—not what teachers WANT."

This is made specific. "It's not a a new building for the school—it's new classrooms for the children that

are needed. Inconvenience to the staff is not important from a public relations viewpoint; injury to the child's educational experience is!

"Low salaries may be publicly accepted as unfortunate; impairment of the educational program through loss of superior teachers due to low salaries can bring action."

Why?—The Basic Question

"Good teaching is good public relations." What is taught—and How—is the foundation of any thinking on improved school-community understanding. Child happiness based on personal achievement in the classroom, regardless of whether the teacher's philosophy and methods are in the "traditional" or the "progressive" category, is the perfect beginning of positive relationships.

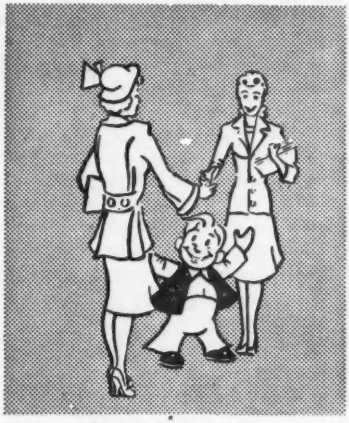
This, unquestionably, is the central theme of *It Starts in the Classroom.* However, a teacher who understands thoroughly *why* he teaches *what* he teaches—based on knowledge of child life and community life, must be met by pupils and adults who likewise understand.

Bringing pupils, parents, and other members of the community into the curriculum planning and evaluating activities is portrayed as both a means and a goal. "When pupils know the 'why' and are active participants in the planning process, they work better and more intelligently."

Similarly, parents and other citizens who help to plan curriculum enrichment activities achieve an understanding that immunizes them from becoming reckless critics.

"Teachers probably have spent more time and devised more technics to develop parent and citizen understanding of what they're teaching than they have in creating a similar pupil understanding," the committee wrote.

"This effort seems shortsighted,



Parents are partners.

since pupils who understand what they're doing make better students, constitute our best means of spreading understanding to parents, and obviate the necessity of 'starting from scratch' in achieving the desired appreciation when students become parents and adult citizens."

Proven technics used by outstanding teachers and suggested variations are detailed to assist teachers in developing this understanding through pupils, and through direct contact with parents and community leaders.

Interpreters, Junior Grade

"What pupils think about a teacher or a school invariably becomes the thinking of parents and the community. No one else goes into the home as a school representative more often, and no one is listened to with greater interest and credulity."

With this observation, *It Starts in the Classroom* sets forth guiding principles and specific technics that develop good pupil and parent relations through the actual classroom teaching methods and homework practices.

Fairness, approachability, and

(Continued on Page 50)

It Is Time To Ask

What Are We Trying To Teach In Reading?

ARTHUR I. GATES
Teachers' College
Columbia University

DURING the past thirty years we have learned many important facts about the ways children learn to read, about the methods which are successful in teaching them to read, and about the skills which they need to establish sound reading habits. We have learned so much about the technicalities of learning to read that it seems we now face a real danger—the old one—of not being able to see the forest for the trees. For in our intense concentration on the mechanics of reading—on word analysis and word recognition skills, on phonics, on eye training, and coordination, etc.—we have perhaps lost sight of the real goals of the teaching of reading.

Two Goals

There can be but two real goals toward which we aim in teaching reading—or, more precisely, a single goal with two aspects: to teach children to read well and to love to read. For unless they learn to read well, children will not love to read; and unless they love to read, they will not read well.

The reading teacher should never become so engrossed with mechanics or so intent on skills that she loses sight of this dual objective. Every day she should ask herself, "Are my pupils reading soundly and, most important, do they really love it?"

What is involved in reading well deserves a few words of explanation. First, to be able to read well the child must, from the beginning, read naturally and freely. He must have ample experience in reading as freely and naturally as an adult does when he relaxes after dinner and takes up his favorite book or newspaper or magazine. Many children have spent three or more years in school without ever having read this way. What they have been doing is laboriously translating printed words just as an adult does when he begins to read a foreign language in a series of hard lessons. A child may be average or superior in phonetic analysis or even able to "work out" more printed words than the average pupil in his class, and still be unable really to read well. Unless the conditions are provided which enable a child really to read freely and naturally from the earliest stages, he is unlikely to read well or to love to read.

Reading well is something very different from being able merely to recognize printed phonograms and words or even to pronounce the series of words in a sentence. The child who is adept at doing auditory gymnastics with phonetic elements may be a poor reader. Learning to recognize an unusually large number of words "by sight" in the first grade is likely to develop a distorted skill which is not reading and which, indeed, may even interfere with learning to read well. The pupil who develops extraordinary skill in guessing words from context may have so neglected the ability to use the help-

ful visual and auditory clues in word forms as to became a word guesser instead of a well-rounded reader.

Reading—Coordination of Skills

No, learning to recognize words or to employ a series of word-analysis and other techniques is not learning to read well. Good, natural reading requires a properly balanced and unified array of techniques. It needs a highly coordinated unity of skills. No mere series or collection or sum of particular techniques enables a child to read well. The test of success in teaching reading is not how well the pupil can perform, in any of the component skills (such as sounding letters or phonograms, recognizing words, or moving the eyes along the line) but how well he really *reads* and how much he *enjoys* doing it.

This is not to say that techniques are unimportant. The contrary is true. Techniques must be taught. They must be the best ones. They must be neither overtaught nor undertaught and they must work together in such coordination as to produce the smooth total activity which good reading is. To do this requires careful, shrewd guidance.

In learning any complex skill, there is the temptation to adopt the method which produces a quick display of results. For example, a person turned loose with a typewriter, without expert guidance, is likely to use only a few fingers in a hunt-and-hit procedure. This enables him to get obvious results quickly. He can hit off a paragraph right away. But he is not typing well nor is he learning to type well. If he persists, he will not only have to learn the whole sound process later, but also unlearn a lot of interfering techniques. And one sees very few hunt-and-hit typists who love to type.

Teachers of reading are faced with this temptation. The social pressure to make a quick showing of some kind of skill in reading is very great. And there are numerous schemes offered the teacher every year which are guaranteed to produce these quick results—usually some sort of highly formalized phonetic drill. But the final result of this kind of teaching is doomed to be the same as with hunt-and-hit typing. The flashy starter sooner or later falls behind those with sound techniques, and he either quits the activity or is relegated to the lowest group. The child with unsound reading techniques, however spectacular his beginning, eventually finds himself an inefficient and bored reader struggling along until remedial reading is provided.

The importance of developing the harmonious whole process involved in sound reading, and of avoiding the distortions of overdeveloped isolated skills and techniques, however spectacular the stunts they make possible, can hardly be overestimated. Progress must be sound and sure even if it is slower and superficially less showy.

Establish Confidence

Children must acquire sound techniques to read well, and ability to read well is essential to learning to love to read. But, to read well and to love it requires that the reading program provide an abundance of opportunity to read naturally and successfully. Every person has his limits within which he can read well. A typical sound third-grade reader can read well and enjoy material of modest difficulty, but a Shakespeare play is too difficult for him. Force him to do all or most of his reading beyond the level at which he can read soundly with understanding and enpjoyment and you will soon destroy both interest and ability. You will also destroy the child's confidence and his sense of security.

(Continued on Page 52)

Factors For Satisfaction In Teaching

FRANCIS S. CHASE

Francis S. Chase is a professor in the Department of Education, University of Chicago, and director of the Rural Editorial Service. He has attended fall conventions in Alberta.

WHAT administrative policies and practices tend to increase the satisfactions which teachers experience in their work? What factors tend to generate among teachers enthusiasm for the systems in which they are employed? Are there significant differences between men and women, superior and inferior, and elementary and secondary school teachers in the factors operating to produce satisfaction? What kinds of leadership and administration contribute most to teacher enthusiasm?

Studies recently completed under my direction offer partial answers to these and related questions. Analysis of the resulting data provides clues to the improvement of teacher morale and the establishment of conditions more favorable to teacher recruitment and retention. The material which follows is the first published report. It is based on evidence summarized in 76 tables and nearly 200 pages of text.

Questionnaire returns from 1784 teachers in over 200 systems in 43 states provide insights into ways in which satisfaction with the system is related to personal characteristics of teachers and to administrative policies and practices.

Personal Factors Affect Satisfaction

With respect to certain characteristics of teachers we can report that:

1. Teachers in elementary schools tend to be somewhat more enthusiastic about the school system in which they are working than do teachers in secondary schools.

2. Women teachers tend to be slightly more enthusiastic than men teachers.

3. Married teachers tend to be slightly more enthusiastic than single teachers.

4. Teachers rated by their superintendents as superior tend to be considerably more enthusiastic than those rated as below average.

5. The extent of satisfaction with the system tends to increase with years of teaching experience and with length of service in the system.

6. The extent of satisfaction with the system tends to increase with salary and with the amount of recent salary increases.

The kinds of evidence on which the preceding generalizations are based may be inferred from Table I.

Democratic Leadership Increases Satisfaction

The enthusiasm of teachers for the system is closely correlated with their attitudes toward certain aspects of administration. The extent of satisfaction with the system tends to vary directly and sharply with the feeling of teachers in regard to:

1. Extent of participation in curriculum making.

2. The extent of participation in making policies for grouping, promotion, and control of pupils.

3. The extent of participation in preparation of salary schedules.

4. The favourableness of opinion

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in regard to the professional leadership of the superintendent.

5. The favourableness of opinion in regard to the professional leadership of the principal.

6. The favourableness of opinion regarding the value of supervision.

7. The extent to which aims and goals are believed to be clearly defined and attainable.

8. The extent to which it is thought that the good work of teachers is recognized.

The correspondence between opinion on each of the foregoing points and the level of satisfaction with the system is especially close—with the percentage of enthusiastic teachers rising from around 20 percent for those holding unfavourable opinions to as high as 70 percent for those holding highly favourable opinions on a given factor.

The extent of satisfaction with the system tends to vary directly but not so sharply with:

1. Opinion in regard to adequacy of salaries.

2. Opinion with regard to the lightness or reasonableness of the teaching load.

3. Opinion regarding the amount of supervision provided.

Leadership Rated High As Morale Factor

Teachers' own estimates of the importance to their satisfaction of each of the 11 factors, when reported as present to a high degree, are:

1. Dynamic and stimulating leadership by the building principal and by the superintendent of schools are both rated as of the highest importance to satisfaction by more than 85 percent of the respondents who said they had this kind of leadership.

2. Regular and active participation in preparation of salary schedules and in making policy for control of pupils are both rated as of the highest impor-

---

TABLE I

Percentage distribution by level of satisfaction with present system of respondents according to experience in teaching, years in present system, annual salary, increase in salary during past two years, and rating by superintendents.

Selected Classification of Respondents	Level of Satisfaction		
	Enthusiastic	Satisfied	Dissatisfied
Experience in Teaching			
Less than 3 years	41.0	51.6	7.4
3-10 years	48.9	48.1	3.0
More than 10 years	51.4	45.6	3.0
Years in Present System			
1 year	40.5	51.9	7.6
2-5 years	47.6	49.9	2.5
5 years or more	53.6	44.0	2.4
Annual Salary			
Less than $2,000	40.4	54.3	5.3
$2,000-$2,999	47.4	50.2	2.4
$3,000-$3,999	53.5	43.7	2.8
$4,000 or more	65.0	30.8	4.2
Increase in Salary Past Two Years			
Less than $200	41.5	51.6	6.9
$200 to $399	47.1	50.7	2.2
$400 to $750	48.1	49.4	2.5
Above $750	55.6	41.3	3.1
Superintendents' Ratings			
Teachers Rated Below Average	40.8	51.3	7.9
Unrated group	49.3	47.4	3.3
Teachers rated superior	52.5	46.1	1.4

TABLE II

Percentages of respondents signifying that existence of eleven specified conditions in their present systems contribute greatly to their satisfaction in teaching.

Condition Indicated	All Respondents	Elem.	Secondary
Dynamic and stimulating leadership by building principal	88.4	89.6	86.8
Dynamic and stimulating leadership by superintendent of schools	85.5	88.6	81.7
Regular and active participation in preparation of salary schedules	81.0	82.7	79.4
Regular and active participation in making policy for grouping, promotion, and control of pupils	79.5	78.7	80.3
Regular and active participation in curriculum making	74.5	74.8	74.0
Clearly defined and attainable aims and goals	74.2	76.9	70.0
Good work of teachers is freely recognized	74.1	73.9	74.4
Stimulating and helpful supervision	72.4	73.5	70.7
Teaching load is light	69.9	71.4	67.8
Amount of supervision provided is about right	55.0	57.3	52.5
Salary is comparatively good	53.6	55.2	52.0

tance to satisfaction by well over three fourths of all teachers who feel that they have opportunity to participate in these matters, while participation in curriculum making is rated as of the highest importance to satisfaction by nearly three fourths of the respondents.

3. Clearly defined aims and goals, recognition of good work of teachers, and stimulating and helpful supervision are rated as of the highest importance to satisfaction by more than 70 percent of the respondents who believe that favourable situations in these respects prevail in their systems; and a light teaching load is held of the highest importance to satisfaction by nearly 70 percent of those reporting this condition.

4. In rather sharp contrast to the ratings given to such factors as stimulating professional leadership and participation in policy making are the ratings on salary; not much more than half of the teachers who report that their salaries are compratively good give this factor the highest possible rating for satisfaction.

While the extent of teacher satisfaction with the system varies with attitudes on each of the specific factors cited, it varies even more significantly with the number of factors concerning which favourable opinions are held. Table III shows the extremely high percentages of enthusiasm among teachers who held favourable opinions on as many as six of the eight enumerated factors. In sharp contrast is the low percentage of enthusiastic teachers among those who express favourable opinions on fewer than three of the eight factors.

Freedom To Plan Draws Top Rating

In addition to giving ratings on the importance to satisfaction of eleven conditions existing in their systems, respondents were asked to rate potential sources of satisfaction on a scale of 1-5, without regard to whether or not these sources were present in their systems. On the basis

of these ratings, the following generalizations may be made:

1. Freedom to plan one's own work is given the highest possible rating by more than three fourths of all respondents, and achieves a considerably higher average rating than any other factor.

2. Good salaries and good equipment and supplies each receive the highest possible rating of five by more than half of all respondents and receive an average rating of above 4.

3. Average rating of better than 3.5 is also given to stimulating professional leadership, recognition of good work and achievements, opportunity to share in determining salary schedules and working conditions, and opportunity to share in curriculum making.

4. Lower ratings are given to tenure provisions and helpful supervision. The latter receives highest possible ratings from only 21 percent of the women and 15 percent of the men.

Better Working Conditions Desired

When asked to list the changes which would do most to increase satisfaction in teaching, the respondents made a wide range of suggestions, the majority of which fall under a few major categories as indicated below:

1. The greatest number of comments centered around the improvement of working conditions, especially teaching load, school plant, and equipment.

2. The second greatest number of suggestions related to improvement in salaries.

3. Other suggestions made by large numbers of teachers stressed improved professional status and greater community recognition for teachers.

Major Factors Summarized

The replies from the 1784 teachers in 43 states, when considered as a whole, justify the following generalizations:

1. Teachers feel that their satisfaction is greatly affected by "freedom to plan own work," by a sense of professional status and responsibility.

2. Satisfaction in teaching is affected by teachers' feelings with regard to the adequacy of salary and by opportunity to participate in de-

TABLE III

Percentage distribution by level of satisfaction with present system of respondents by number of factors* regarding which highly favourable opinions are held.

No. of Factors Present to High Degree	Number of Respondents	Level of Satisfaction		
		Enthusiastic	Satisfied	Dissatisfied
8	51	98.0	2.0	0.0
7	109	85.3	14.7	0.0
6	165	80.0	20.0	0.0
5	163	69.9	30.1	0.0
4	188	65.4	34.1	.5
3	244	57.0	41.4	1.6
2	253	37.5	60.9	1.6
1	264	24.6	71.2	4.2
0	302	15.2	72.9	11.9

* The factors considered are: (1) Participation in curriculum making, (2) participation in making policies for grouping, promotion and control of pupils, (3) participation in preparing salary schedule, (4) leadership of superintendent, (5) leadership of principal, (6) kind of supervision provided, (7) clarity and attainability of aims and goals, (8) recognition of good work.

termination of salary schedules.

3. Teachers' feelings with regard to the quality of professional leadership and supervision are closely related to their feeling toward the system as a whole.

4. Feeling on the part of teachers that they have an opportunity to participate regularly and actively in educational planning and policy making is closely related to the extent of satisfaction which they feel with the system in which they are working.

5. Satisfaction in the system is dependent to a considerable extent upon a feeling by teachers that the teaching load, school plant, equipment and supplies, and other working conditions are such as to permit effective work.

More Light From Studies In Five Systems

Supplementing the check list replies, four school systems marked by a high degree of teacher satisfaction were studied further, with interviews of approximately 100 teachers in each system, extensive observations in the schools, and a free answer questionnaire filled out by approximately 100 teachers in each system. A fifth school system where considerable dissatisfaction was known to prevail among teachers was also studied. Generalizations from these analyses supplement findings from the check list, as follows:

Professional Responsibility Is Important

One of the most important contributors to the satisfaction which teachers take in their work and the enthusiasm which they feel for the system in which they are working is a sense of professional status, responsibility, and freedom. Freedom to plan one's own work was rated as the most important potential source of satisfaction by all groups of respondents. It was given the highest possible rating for satisfaction by 77 percent of teachers in elementary schools, 75 percent of those in secondary schools, 69 percent of the men teachers, 78 percent of the women teachers, over 80 percent of the superior teachers, and nearly 69 percent of the below-average teachers.

The interviews supplied further evidence of the importance of this factor. Again and again teachers who were enthusiastic about the system in which they were working praised their freedom to experiment, to adapt programs to the needs of their pupils; or cited as important to satisfaction the fact that they were regarded as competent to make their own decisions and to work out their own procedures.

On the one hand, the comments revealed the satisfaction which teachers feel from being treated by the administration as responsible, professional associates, and on the other hand their resentment of attempts to dictate teaching methods or the organization of learning experiences. The desire to be recognized by the community as a person of professional status and responsibility was another manifestation of the same attitude.

Another aspect of the desire for professional status is seen in teachers' relationships with their colleagues. Repeatedly teachers in all of the systems visited spoke of the satisfaction arising from working with teachers of high standards or those with excellent professional attitudes.

The impression of all interviewers was that the strong teacher places perhaps above everything else the freedom to plan, to experiment, to feel that he has the professional responsibility for meeting the needs of the pupils with whom he is working. The weaker teacher, speaking also of freedom to teach, seems often to mean freedom from supervision,

from having a check made on his work.

Teachers Want Voice In Policy Making

The opportunity to share in formulating policies with regard to salaries, working conditions, and the educational program is another important factor in the morale of teachers and their enthusiasm for the system. The importance of participation in policy making to teacher satisfaction is indicated both by the close correspondence between such participation and extent of satisfaction and by the high ratings which teachers assign to opportunity for participation. Interviews in the systems where the administration has made unusual efforts to encourage teacher participation in all aspects of education planning and policy making, enable us to say that:

1. Many teachers derive intense satisfaction from participation in educational planning, including the planning of school buildings as well as sharing in making policies in regard to instruction, working conditions, and teacher welfare.

2. Joint participation of teachers with citizens of the community in educational planning and policy making increases materially the satisfaction of teachers.

3. Too much pressure to obtain participation of teachers in educational planning can become a source of resentment and dissatisfaction.

4. In a large system the machinery for participation may become quite cumbersome and the democratic formulation of plans and policies may consume much of teachers' time and delay decisions dangerously.

5. The pretense of participation, or the feeling that participation is encouraged only for the sake of securing assent to decisions already made, is not a satisfactory substitute for genuine participation, and in the long run may produce more dissatisfaction than satisfaction.

Competent Leadership Is Crucial

Stimulating professional leadership from fair and sympathetic administrators and supervisors is one of the most important ingredients in teacher satisfaction. The evidence of the check lists in regard to the importance of professional leadership was strongly reinforced by the interviews. The most important characteristics of professional leadership appear to be vision, courage, integrity, and competence; other qualities highly valued by teachers are friendliness, understanding, and appreciation.

Salaries Can Make or Mar Morale

The provisions for teacher welfare, especially salary provisions, can either contribute to, or seriously undermine, teacher satisfaction. The check list data showed a correlation between salary level and extent of satisfaction with the system. Yet teachers who reported that salaries were comparatively good did not assign this factor a high place among the factors contributing to satisfaction. The interviews indicated that when teachers regard salaries as fairly determined and reasonably adequate, they tend to disregard salary provisions as a source of satisfaction and to focus their attention on factors directly related to effectiveness of teaching. On the other hand, resentment arising from salaries believed unjust or inadequate was observed to be a major contributor to dissatisfaction.

Other provisions for teacher welfare did not seem nearly so important to teacher satisfaction as salary. There is some evidence, however, that the absence of any essential provision for teacher welfare may

(Continued on Page 48)

Alberta Language Scales

DAVID M. SULLIVAN
Registrar, Department of Education

FOUR-POINT scales in Essay Writing are here suggested, for Grades IX and XII.

Essay writing is not an exact science, it is an art. Nevertheless there are criteria for judging artistic excellence in any field, including that of creative writing. Picture, if you will, eight teachers of English, carefully selected for their known skill and good judgment, reading forty essays each per day and doing nothing else for two weeks. They stop work several times each half day to compare results, to listen to the reading of very good and very bad essays, and to hold spirited discussions on essays that are in between these extremes. By agreement they confer earnestly on every essay that is graded 100% on the one hand or zero on the other. When they agree on a mark of 100% that is an indication that the essay is as good as can possibly be expected from a student in Grade Nine or in Grade XII. An essay graded zero is clearly worthless, but before assigning this value the sub-examiner must defend his judgment and command the agreement of the group. A chart is provided to prevent the sub-examiners from becoming too subjective in their judgments. This chart lists objective measures for such desirables as: significance and relevance of material; order, divisions and coherence in organization; comparisons, and the use of vivid and specific nouns and modifiers; and qualities inherent in good sentence structure. The chairman ruthlessly checks the evaluations from day to day, sometimes calling for re-reading of certain papers, impressing on each marker the necessity of being right in his judgments since to be otherwise is a tragedy for the student. From this group there emerge each year a number of essays, perhaps a score in Grade IX and a dozen in Grade XII, bearing a mark of 100%, and a few each year that are graded zero. I have selected a typical essay at each of these two extremes and have thus established at least two points on the scale which I feel are beyond successful challenge. The two intermediate points on each scale in this article are my own, but they are vindicated by the judgment of the sub-examiners who actually read the papers before I saw them. I am prepared to admit that all four points on the scale may be slightly out of line, perhaps three to five marks, but I made the claim that the scale is at least consistent and truly representative of the kind of writing our Alberta students produce, and it is a true picture of the rewards they receive for their efforts. The maximum mark was 50 for Grade IX and 75 for Grade XII. The first four essays below are by Grade IX students. The top essay was written by a boy of fifteen who lives on a farm.

Country Schools Have Changed
(50 Marks)

"Herodotus, an ancient Greek historian, is said to have stated, "All things flow." Such a statement still holds true, which shows that wisdom never changes form or loses its power, no matter what the age or way of life.

Our system of education is not immune to changes such as Herodotus meant. Our pioneer forbears trudged sorrowfully to a mean log hut, facetiously referred to as a school.

They felt loath to leave the cool dreaminess of forest paths, or the space and grandeur of the grassy prairie, for the hard practicality of the three R's. This honorable institution of learning was presided over by a gentleman known as the school master. He may have been a retired farmer, weary from a life at the plough, or a veteran from some forgotten battle, whose disabilities rendered him cantankerous and surly to little boys and girls who were bereft of a high degree of acumen, or those who constantly questioned him where he could not answer.

Then came the "little red school house" as it was popularly referred to. Gophers lived beneath the porch and whistled merrily in the sunny afternoon. Mice nested in the cupboard where the books were kept. There was a hill near by where in winter, with shouts of merriment, the scholars were wont to slide. Sleighs, cold hands and torn jackets were all part of the fun.

Now the picture has changed again. Every morning a modern school bus collects the scholars and brings them to a great rambling structure which houses students for miles around. The bus driver is a robust young man who through constant effort has achieved an optimistic outlook on life. Inside the school a competent staff of teachers care for the mental needs of the pupils. Force is out of date and psychology becomes the order of the day. All is neat and orderly and all is under study and supervision. Oh yes! Things have changed drastically in schools lately. What is in store next?"

The Junior High School Has Helped Me

(35 marks)

"Three years ago when I entered Junior High School I was a frightened, shy little girl. I had next to no friends in the big school and knew none of the teachers. As I walked into the room and sat down in my assigned seat I wondered how I was ever going to make friends with the hostile children sitting around me.

As I look back on those first few weeks of Junior High I wonder how I could have thought such despairing thoughts. For the Junior High has not only helped me to forget my self-consciousness but also that to get along with other students and teachers you must work and work hard.

Through the help of the Junior High School, by studying hard and cooperating with the teachers I have managed to keep my grades high all year. The most valuable thing that the Junior High has helped me in is the establishing of the will to work hard to get to the goal I have set myself, and for this I am grateful."

I Have Changed in the Past Three Years

(20 marks)

"I have changed in the past three years. I look back to when I was thirteen years old. I could see myself playing childish games with other girls and boys. Cleaning up my room, that seemed such a hard job. But mother saw that I did it.

I didn't dress so neatly because I didn't care, but now I've really changed. You come to my house and see how neat my room is, everything

In his second article, David M. Sullivan outlines the procedures used by sub-examiners marking Grade IX and XII English examinations.

is in its right place—well nearly everything. Now I like to dress neatly and help my mother clean up the house, I think it's fun.

I love to get at my mother's sewing machine, when she doesn't know it, but sooner or later she finds out somehow. Another thing I like to do is bake cakes,—at thirteen that seemed like a horrible task. Don't you agree with me, I've really changed?"

Our Community Provides for Youth

(Zero)

Most communities provide recreation fucilities (Such as) skating rinks, hockey rinks, Parks, Tennis couts. ect.

We know have many churches. One for every religion.

Our social clubs are. Trail Rangers, Cubs, Boy Scouts, Girl Guides.

Our Social Events are, Theatres, Dances, Lectures.

Schooling has brought many new courses for opions, French, Plastics, and so on. Then we have the acidemic courses. We know have a community that does not raise juvinile delinqents."

High School students have many interests, much intellectual curiosity. Culturally they lean to the bizarre and extreme in music, art, literature, and so it is not surprising that they indulge at times in freakish writing. By freakish I mean: the jargon of the sports writers; experiments in fine writing, that is, the use of words pregnant with sound but contextually barren in meaning; attempts at humorous writing; efforts to write in dialect. They also break out at times in a free style that violates the rules for subject and verb and complete sentences. In justification they may cite Sinclair Lewis or other experts. If this rash breaks out on your class, point out that a reputable writer may break rules with impunity but a high school student must be content to express himself clearly and simply and above all correctly. He should try to be interesting and forceful, follow accepted principles of style, and leave fine writing to the experts.

The four essays below were written by Grade XII students. The first one may seem at first glance fairly good, but it has glaring faults which in the aggregate place it in the lowest category. The entire effort is pointless and unworthy of a Grade XII student; the material is immature and abounds in bathos; the vocabulary, the sentence structure, and the general treatment are at a low level. There may have been essays worse than this, but if so they, too, were graded zero, for that is the lowest mark the sub-examiners are permitted to give.

On Bright Christmas Morn

(Zero)

"It was one bright early Christmas morning, when the church bells were summing up the village. The crisp frosty snow layed like a white blanket upon the hard frozen ground. A little girl called Mary and her dad called Mr. Brown were hurrying along a narrow path to church. Her father was very old with gray black hair and his pace was slow. All at once Mary asked "Daddy is it true that all good children get gifts from Santa." Her father looked longingly at her, then he recalled one time when an old friend of his was always bad and never received any gifts. He then said, "Yes, Mary only good children get gifts from Santa. We have to pay all year and obey our mothers and fathers, then will receive a gift from Santa.

Mary's face flushed when she saw Mr. Jones approaching them for she knew when they got together this would slower her dad's pace. Mr. Jones was different today he just ejaculated "Merry Christmas" and hurried along his way. Upon returning from church Mary kept wonder-

ing if she will receive a gift. Finually when found out that Santa had gifted her well with a big doll with beautiful blue eyes and golden curly hair. She said "Thank you very much Santa, from now on I am going to pray each day and be a good girl."

The Valedictorian

(25 marks)

"Accepting the honor of being valedictorian was by far the simplest part but carrying out the expected responsibilities was entirely another matter. In the first place, could he prepare a speech which would do the position justice, for what was said and what was not said would largely decide the final result. Many an hour was spent in writing, revising, adding, rejecting and re-writing ideas in order to obtain the desired result. Finally it was ready for memorization but little did he know of the changes that were yet to be made, and the anxiety still to be experienced.

On the morning of the rehearsal, before two friends, all the former confidence fled. He couldn't remember. His voice was flat. He was half scared. What would happen on the night of Commencement? Could he possibly do it at all?

He was calm while waiting for the time to come, and calm even as he stepped onto the stage. But as he began to deliver the speech his knees began to shake. In spite of all the worry and anxiety, confidence came, and the 1951 valedictorian made a commendable speech. At least they all tell me I did."

Night in the Rockies

(56 marks)

"When darkness has fallen, and the last sleepy bird has flown to his pine-pillowed nest, hungry animals leave their mountain hideouts to forage the country. Lying in my lonely bunk, every creak seemed to be a bear, each rustling leaf a lynx. In the distance a shrill-voiced coyote sent his wails echoing between the mountain chasms, making me shiver between the blankets. How could I endure this night? How long must I wait for morning?

Thin, feeble rays of moonlight streamed through the open windows and reflected upon the door, making me realize anew how truly fragile was the rickety wood which separated me from the dark night. New terror struck my heart as I remembered the fish we had caught, guilelessly left outside the door for some wandering bear. Through the window I could see the black wall of the forest, the tops of the trees rocking gently on the waves of the breeze, the leaves hiding behind each other in terror as once again the mournful howl of a coyote rent the air. For an interminably long time all was still. Nothing moved, nothing was heard.

Crash! With a loud clatter the pan of fish outside the door fell to the ground. My tense nerves were paralyzed with fright. I couldn't move a muscle. No force on earth could compel me to raise the flashlight and see what it was. For many lengthy minutes I lay there, debating whether I should scream or remain where I was. The matter was decided for me as I found I couldn't scream. Horror-filled pictures of great carnivorous bears flashed before me. I didn't expect to see morning again, vowing that if I ever did I would never spend another night in the mountains. My imagination made my jittery nerves taut with fright.

Slowly the night lifted. The gray dawn crept steathily over the enshrouded mountains. As morning returned and my courage was renewed I arose and flung open the door. There was the pan of fish, scattered on the ground where it had fallen when one of night's tiny creatures had knocked it over."

Heroics or Logistics?

(75 marks)

"Each of Canada's two most eminent news correspondents of World War II wrote a book. Mr. Matthew Halton of the Toronto Star wrote *Ten Years to Alamein*, while Mr. Ross Munro of Canadian Press wrote *Gauntlet to Overlord*. The styles of these two works are the moods of their authors.

One of the tributes paid to Mr. Munro's book was, "It is the first book of its kind to be entirely free from purple adjectives." That, briefly, is what is the matter with it. He has tried to picture war as a cold, calculating science. He has striven to remove all "purple adjectives" and in so doing has blunted the point of his purpose. Mr. Halton, on the other hand, does not hesitate to use them; he does it with gusto. Consequently Mr. Halton paints a picture of sheer, stark, horrible Hell, a picture of men heroically doing the impossible.

The dominant mood of Mr. Munro's book is approximately one gained from sitting before a warm fire, in your own home, reading old newspaper clippings. Munro coddles the reader; Halton terrifies him. Munro bores the reader; Halton stimulates him. Mr. Halton's relation of the stand at Tobruk will live forever. His soaring eloquence, his simple humility, and his momentous forcefulness have created a masterpiece of oration. Truly, this book was written to be read aloud!

Rhyme, rhythm, pathos, alliteration are to be found everywhere in Halton's prose. Munro speaks in involved compound-complex sentences of extreme length. Above all, Halton shows a keen grasp of the issues at hand, while Munro, for all his tactical manoeuvres, his logistics, and his long-range campaigns lacks the simple earthiness of Mr. Halton."

A virtue common to all the essays quoted in this study is their brevity. Amateur writers are almost invariably prolix, but when one writes for publication, even in a school paper, he early learns that if he does not trim his contribution to a reasonable length the editor will do it more painfully. Dickens' humorous character, Sam Weller, explaining to a friend the reason for quickly ending a love letter, said, "She'll vish there wos more, and that's the great art o' letter writin'." The poem below, by C. H. Hubbard, first appeared in the Atlantic Monthly.

BOIL IT DOWN

If you've got a thought that's happy
Boil it down.
Make it short and crisp and snappy,
Boil it down.
When your brain its coin has minted,
Down the page your pen has sprinted,
If you want your effort printed,
Boil it down.

Take out every surplus letter,
Boil it down.
Fewer syllables the better,
Boil it down.
Make your meaning plain—express it
So we'll know, not merely guess it,
Then, my friend, ere you address it,
Boil it down.

Cut out all the extra trimmings,
Boil it down.
Skim it well, then skim the skimmings,
Boil it down.
When you're sure 'twould be a sin to
Cut another sentence in two,
Send it on, and WE'LL begin to
Boil it down.

EDUCATION—EVERYBODY'S BUSINESS

Canadian Education Week, March 2-8, 1952.

Margaret Tidsbury taught last year in a rural school in Manitoba. Read her account of her experiences.

City Teacher Tries Rural School

MARGARET TIDSBURY
Stanley Jones School, Calgary

AFTER a decade of routine teaching in the city, last year I exorcised a demon by taking over a rural school in Manitoba: principalship, administrative engineering, counselling and guidance, building and supplies, *et al.*

It was a satisfaction to get the overall picture of a provincial system. Most interesting was a broader view of the curriculum requirements in three divisions and seeing the continuity in the development of the subjects. Would a little more fraternizing between the divisions in a city system, particularly in estimating the achievement levels at the end of each division, save time for ourselves and money for the public?

I liked being the principal, and rang the little group out and in with a comfortable flexibility. Consideration had to be given to the weather, the Spring Bonspiel, or the showing of an outstanding film in a neighboring school. As administrator of building, supplies, and maintenance, I caught six white-footed mice and saved the piano! Thereafter my status and the board's bounty increased.

Mental stimulation of country children stems largely from ownership of pets and keen observation of the natural world. They, with their parents, must cooperate willy-nilly with the elemental forces and are less likely to become those problem cases which often darken our days. There was a possibility of giving one's mind to uncluttered teaching. Each one of my nine owned and cared for the pony he rode to school. To me, their horse shows staged on the grassy yard at noon outdid the Winter Royal.

An enrolment of nine pupils in six grades permitted tutorial teaching. Their ability to work independently was a constant source of mutual pleasure, though it was often necessary—and possible—to give individual help at a crucial time. Now, from my desk in Room 14, I return the thirty-eighth "good-bye," and feel a nostalgia for that country school No. 43, near Portage la Prairie. It is the last period of the day. I am in discussion with two Grade Nine students. Someone moves quietly to the reference library. Another, feeling the need of relaxation, takes a long look into the acquarium. There is a meadowlark singing hopefully on a nearby hydro pole. Freedom from numbers! Freedom from noise!

On the other hand, it was difficult to meet with my colleagues for professional discussion. The necessity for becoming familiar with the course shortened leisure time activity. Lastly, after doing some intense bookkeeping in June, I found myself considerably in the red.

Rural people, at least in that locality, seemed aware of significant changes affecting urban life. City people were less conscious of the revolutionary changes due to electrification and mechanizing of farming taking place in the country. The revolutionary trend affected me, too.

Excerpts from a thesis by John McFetridge and Melvin Sillito, teachers at Castor and Macleod, respectively.

The Average Trustee

A COMPOSITE picture suffers from the same defects as an anology, but may sometimes serve as a useful method of summarizing data. Some idea of what the average school trustee was like in 1950 may be gained from a study of the statistics which have been accumulated. The average trustee was 55 years of age, married, and had four children. He had lived in Alberta for nearly 39 years, and had spent nearly five years as a chairman of a school board. He also had been secretary of a board for nearly four years, and had taught school for nearly a year. He had served for nearly a year on the executive of a home and school association. Two of his four children were in school. He spent about twelve hours a month at board meetings as well as giving some eighteen hours a month to school business. Seventy-one percent of his remaining time was spent in farming, twelve percent in running a business, six percent in professional activities. Three percent of his time was taken up with house work. He had attended four annual conventions of the ASTA. He had ten years of formal schooling.

His philosophy was coloured by the fact that he was a parent. He had built up his school under the belief that a better school plant made better education for his children. He had never been entirely satisfied with the curriculum, and had concerned himself with improving it. He had always been interested in the calibre of the people who taught his school because they dealt with the character training of his children. Consequently, his relations with the teacher were not always comfortable.



The average trustee spends about twelve hours a month at board meetings as well as some eighteen hours a month at school business.

He very seldom showed extreme bias on any subject, though his opinions on educational matters generally were well crystallized.

An area of unrest was revealed in the matter of trustee-teacher relationships. A great deal of careful research needs to be done here before accuracy of opinion can be obtained. A glance through Appendix II will reveal a strain not usually found in the relations between the ordinary employer and his employees. It was felt that conclusions noted in Chapter Six were clouded by personal bias, and it was hoped that the limited conclusions of this thesis will stimulate further research in this area.

In the matter of curriculum, trustee opinion appeared to be in a state of flux. This was not a new situation, and will probably not be resolved in the immediate future. The conflict in trustee thinking seemed to lie between two schools of thought—that of training the child to **live**, as opposed to that which places the emphasis on teaching him to **earn a living.**

A large proportion of trustees seemed to rely heavily on the superintendent in questions of administration, particularly with regard to the technicalities of *The School Act*, the grants system, and teacher training and qualification. It is entirely possible that trustees know all they need to know in this respect. As mentioned previously, this thesis does not attempt to set standards for trustees, but it does seem logical that further research in this area might reveal whether or not this condition is a healthy one.

Trustees revealed that they are keenly aware of the problems incident to the centralization of schools, and that they are busy working upon these problems.

Trustees seemed of the opinion that the one-year program of teacher training is inadequate. They favored two or more years, with the emphasis on inservice training. Trustees seemed to be generally unacquainted with the components of the teacher training program, and a direct effort to give them further information on this topic might have the effect of crystallizing their opinion.

For the purpose of this study, a short ASTA history proved adequate. It is suggested that a more extended history, with particular reference to growth and changes in curriculum, and to chronic educational problems, would be useful.

In conclusion, it is hoped that a merit of this thesis may possibly lie in the fact that it has raised questions in a field of research relatively unexplored to date. If this work has such merit, the writers are satisfied that it has made a contribution to education in Alberta.

Reprinted from The Alberta School Trustee.

WHAT DO PARENTS THINK?

Of those queried, 84% felt the school should try to help children with social problems met in everyday life. When asked if school services should be cut or taxes raised, 61% of the parents declared for increased taxes—only 6% wanted to see services cut.

—Science Research Associates.

You Can Write Effectively

A. E. HOHOL

WHAT can writing do for teachers? A great deal, according to Howard M. Brier, author and professor of Journalism at the University of Washington. Teachers can develop sound public relations through effective publicity. The easiest way of informing most people is still the written word. But the writing must be pertinent, concise, and in good taste. To develop the techniques of writing among teachers, the Banff Workshop for the second time featured the week-long course in Educational Writing.

The informal instruction periods were spent studying and practising. Professor Brier, who has become extremely popular through his two years of handling the course, had students analyzing a magazine article, discussing the various elements of newspaper writing, and developing stories of their own. A range of forty-four topics of human interest, the writing formulae, and style in manuscript presentation were carefully examined.

There are those who feel that because they are teachers that they can already write; that they know their English and that writing is only one part of it. Yet preparing copy for magazines is a unique process and must be learned.

There are those, too, who say they can never write. But all are potential writers. Ability, interest, and egocentricity are basic to writing. Sustained and earnest practice is essential. Professor Brier claims an apprenticeship of fourteen years; he is now writing his tenth book.

The group attending the writing course felt that it was useful and successful.

Its success is readily indicated by the fact that F. A. Rudd, teacher at the Lethbridge Collegiate and a graduate lawyer, came back a second year and reports much value in doing so. Essay winner in a nation-wide contest sponsored by the Canadian Bar Association, Mr. Rudd is always busy in the cause of education. He is now preparing material for a book on the structure and function of the Canadian Government. Inspired by his first writing course two years ago, Mr. Rudd's education articles entitled *Today for Tomorrow* appear periodically in the Lethbridge press. He would like to see every teacher attend the course at some time.

The teachers who attended went back to their locals with two immediate aims: to encourage continued representation of all locals at the Workshop, for only actual participation can show the real value of the enterprise; to write the news articles for *The ATA Magazine*.

N. Melnyk of the Andrew High School staff and public relations officer for the Lamont Local in answer to the question, "What was the most important lesson you learned about newspaper writing?" replied, "Reporting it in magazine style." This implies more than a chronological transposition of the minutes of a meeting beginning with the date, which in a monthly magazine is of no consequence. Rather it is a careful account of newsworthy events in the order of greatest importance. As editor of the *Andrew Advocate* and reporter to the *Lamont Gazette*, Mr. Melnyk will find ample field for his abilities.

Nor must the professional writing angle be overlooked. Have you never yearned to write a book? How often have you told someone you have a real idea for a story but can't write about

it? How many times have you said to yourself that you would write but just have not the time?

But you can write, and you can write effectively. Subject matter is legion, and time must be found. Writing as an avocation is highly satisfying and often just as remunerative. Let us take, for example, Gerald Berry, Coalhurst High School principal in the Lethbridge Local. His *Religions of the World* is a highly commendable book on the subject. Yet Mr. Berry felt the need to attend the Workshop. He feels that he would like to see it organized into at least three sections including one for beginners, one on magazine articles, one on story writing.

"More instructors, a greater enrollment of teachers, at least two weeks for the course, are things to be desired," said Mr. Berry.

There is, too, the need for locals to organize sincere efforts for the development of sound public relations. This need is urgent. The teachers have a story to tell. The whole idea of education is evolutionary. Goals are modified, c u r r i c u l a changed and extended to keep the underlying philosophy of education in step with the changes in living. Centralized schools, new courses, emphasis on the individual student, guidance, the role of the teacher, administration, plant finance. We do have a story to tell and the public wants to know. It is up to the teachers to let the public know, positively and effectively.

In answer to the question as to how the teachers' publicity work could become of such a calibre that it would bring positive results, Miss Shirley Hunt of the Red Deer Local had this to say:

Every local should send a delegate to the Writers' Course. These people should then return to the general workshop to study educational publicity, public relations, collective bargaining, and administration. They would then have the necessary background to develop their locals into effective public relations units. It would serve, too, to develop professionalism within teaching groups.

A. E. Hohol, Clover Bar representative to the Writers' Course of the Banff Workshop last August, teaches English and physical education at Leduc.

A wide variety of topics were chosen for actual writing during the week. Members attempted to employ the techniques outlined by Dr. Brier, then discussed their efforts with him individually in true workshop style. Subject-matter included: Outside Influences on Students, Professionalism, Extra-curricular Activities, Archery, Teaching of English, Teenagers, The Beginner, Public Relations, Retirement, and Development of Positive Classroom Atmospheres. Such a wide choice indicates the range of information which teachers can always investigate and utilize for the development of sound relations with the public. Certain parts of the province have demonstrated commendable success in this respect.

The last day saw a round table discussion as each teacher commented on the course. Nancy Thompson, president of the Correspondence School Local, felt the actual writing was of great importance and suggested a longer session. Mae Empey of the Edmonton Elementary Local said: "I feel that prospective writers got a 'push' toward actual writing. It is easy to think about it but Dr. Brier gave us the techniques, then made us write." J. A. MacKinnon of the Taber Local contributed "The course is very useful and is achieving its goal but the time is insufficient. We learned enough to realize

(Continued on Page 52)



Posture IS Important

RACHAEL BLACKBURN

The glory of the rising sun is never seen by one walking with a forward head, protruding abdomen, and flat feet.

Find a group of high school girls and there'll be either boys or a mirror.

WHAT do you see when you walk through the halls of your school? An art teacher probably sees the work of some promising student on display in the bulletin case. A class director or dramatics teacher responsible for a coming play, probably checks to see if the posters and advertising for the play are shown in a prominent place. A teacher of physical education may observe how nicely Mary is walking and carrying her books; she may pass a classroom and see one of her students sitting in a bad position.

Should all teachers be concerned with the manner in which John or Mary carries books and objects? Should any teacher be concerned about Sue's posture at her desk? Is this matter of posture important?

Reprinted from The Oklahoma Teacher.

Would you try to run your automobile with the wheels out of line or with a missing spark plug? The body is a complex mechanism, a machine with the parts lined up in a certain position for proper functioning. How can one get the maximum efficiency from lungs that are cramped from round shoulders and a hollow chest? Circulation is definitely impaired from this position. Digestion is also affected. When poor posture is habitual, vital organs sag and become displaced; the functioning of the stomach, liver, heart, and intestines are seriously impaired. The result is often poor digestion, poor elimination, nervousness, and decreased stamina. The body's susceptibility to diseases is increased because of lowered vitality. The erect, straight, vibrant body has its organs properly suspended so that

the bodily functions are more complete and perfect. Most of all, the individual with poor posture is not as alert mentally and lacks pep and enthusiasm.

What is posture? Posture is an expression of the mental and physical state. It may modify and control mental states. It is possible, by assuming an erect posture, to give an appearance and expression of joyfulness, cheer, and optimism and to replace a depressing mood with the opposite emotional state. The cultivation of a happy, cheerful, optimistic nature more readily achieves results when efforts are also made to walk with an elastic springy step, to hold the head erect, and the abdomen flat.

Posture is not a static affair. It is a problem of efficiency of movement and balance in motion. It is ever shifting and changing. It is the performance of sitting, stooping, walking, running, climbing, reaching, standing, bending, and other everyday motions. These can be performed in the most effective manner with ease and grace of motion because of the proper alignment of bones, muscles, and internal organs. Good posture means a body in balance.

Eight rules for good standing posture are:

Stand tall; Chin level; Chest high; Shoulders relaxed; Abdomen pulled in and up; Buttocks flat; Spine straight; Feet parallel, toes straight ahead; weight evently distributed on both feet.

The easiest way to visualize good posture is to imagine a perpendicular line or plumb line running from the skull, dividing the body through the middle of the ear, neck, shoulder, hip, knee, and instep. If the line which divides the body at these points is zigzag one knows that there is trouble ahead because of poor posture. A straight line indicates a good posture position.

Who should be concerned with posture? It is the responsibility of *all* teachers to be interested and concerned about posture. Our first responsibility, as teachers, is to make our students realize that posture is important. Our second responsibility is to help our students maintain or restore good posture. The objective is to give the student the ability to maintain a correct posture alignment continuously, habitually, with ease and relaxation.

Bad habits of standing on one foot, sitting or standing with the weight unevenly distributed, bending from the shoulders, instead of from the hip joint, incorrect carrying of books .and objects, and many other posture habits can all be corrected in the academic classroom as well as in the physical education class.

What approaches can be used to secure an interest in posture? How may teachers go about instilling in the mind of the student the desire for good posture? In the first place the



Proper posture improves appearance as well as the state of bodily health.

plea "health for health's sake" does not mean much to youth. The approaches and methods used to stimulate interest must be something that appeals to the age group under consideration.

My first approach, though the least important, is the most effective. This is the "looks" approach or the appeal of personal appearance. Every normal girl or woman wants to look her very best. I am sure of this because of the crowds around our mirrors in the dressing rooms in the gymnasium. Find a group of high school girls and there will be either boys or a mirror. Therefore, I stress personal appearance. Modern dress demands good posture. A high hip, uneven shoulders, spinal curvatures, forward heads, winged scapulae, hollow backs, and other horrible deviations are so very noticeable in our modern type dress and bathing suit. Grandmother had a bustle to hide her hollow back. Our style of dress accentuates or calls attention to a hollow back. How about the looks of those prominent scapulae and forward heads in the modern strapless evening gown?

The use of posters and stunts is very important to increase interest and keep it at a high level. The stunt of sitting in a chair and rising with a cup of water balanced on the head is a good one. Posture pins and buttons passed about for various posture reasons are applicable.

There are a few people who just do not feel well and are desirous of more pep. So much can be done for these individuals with proper posture training. They are most cooperative. Here the big job is taken care of because they already have the desire.

Let me stress the fact that the right appeal must be made to secure results. A great improvement in personal appearance and things of like nature make a greater appeal than the plea of "health for health's sake."

Not all approaches to posture are applicable to all academic classroom situations. However, posture is very definitely tied up with the dramatic or English departments. Use of posture to portray character types in dramatics is interesting and beneficial.

Most important and so often neglected in regard to posture is the matter of nutrition. Fatigue and improper nourishment are main causes of poor functional posture. Eight hours' rest and sleep are extremely necessary. Proper rest and relaxation with a proper diet will give one the strength to hold and maintain the body in the best position. The following seven basic foods should be eaten daily: one quart of milk for a child; one pint for an adult; butter; at least one egg; raw fruit; one raw vegetable in salad, such as lettuce, cole slaw, tomatoes, grated carrots; one green leafy vegetable and two others; whole grain bread or cereal.

If one provides oneself with daily exercise in the sun and eats the above foods, the body will get the necessary vitamins for health and the necessary energy to maintain good posture.

The poise, assurance, and efficiency which accompanies good posture are important in this competitive world of today. It is as necessary to give the appearance of stored up strength and stamina as it is actually to have it. Good posture creates a good impression, an impression that one is energetic, alert, and ready to take an active part in the responsibilities of today. In other words, the kind of individual whom others want for a friend, who is wanted on important committees, whom an employer would hire for an important job. What a different impression ones gives with an erect carriage and body!

The Good Teacher Has Wide Interests

A good teacher should know his subject, and, within limits, know his pupils. There is another necessary qualification. He should know much else. The good teacher is a man or woman of exceptionally wide and lively intellectual interests. It is useless to think of teaching as a business, like banking or insurance: to learn the necessary quota of rules and facts, to apply them day by day as the bank manager applies his, to go home in the evening and sink into a routine of local gossip and middle-brow relaxation (the radio, the newspaper, and the detective story), to pride oneself on being an average citizen, indistinguishable from the dentist and the superintendent of the gasworks—and then to hope to stimulate young and active minds. Teachers must see more, think more, and understand more than the average man and woman of the society in which they live. This does not only mean that they must have a better command of language and know special subjects, such as Spanish literature and marine biology, which are closed to others. It means that they must know more about the world, have wider interests, keep a more active enthusiasm for the problems of the mind and the inexhaustible pleasures of art, have a keener taste even for some of the superficial enjoyments of life—yes, and spend the whole of their career widening the horizons of their spirit. Most people, as we see, stop growing between thirty and forty. They "settle down"—a phrase which implies stagnation—or at the utmost they "coast along," using their acquired momentum, applying no more energy, and gradually slowing down to a stop. No teacher should dream of doing this. His job is understanding a large and important area of the world's activity and achievement and making it viable for the young. He should expect to understand more and more of it as the years go by.

Reprinted from What The Colleges Are Doing.

In conclusion, there are at least four reasons why good posture is so vital: for health's sake, for a wholesome mental outlook, for business reasons, and for social appearance.

A value often overlooked in regard to good posture is the spiritual value. The spirit is uplifted with a physical uplift of the trunk. The glory of the rising sun is never seen by one walking with a forward head, protruding abdomen, and flat feet.

It is the duty of *all* teachers to give the student the knowledge of how to attain good posture and to try to stimulate the desire for it. When the right incentive arises, whether it be dates, the desire to appear well-groomed, or some other reason, the individual will know how she should stand, sit, walk, breathe, perform every day motions, and carry herself. We must give her the "how" and "why." The rest is up to her. First, she must desire the poise, grace, and feeling of well-being which accompanies good posture. That is our big job. We must help furnish the incentive.

Let's supplant those bad posture habits with good ones. Let's make our boys and girls aware or posture conscious until good posture becomes habitual.



Exeter and crew on the River Trent at Nottingham, England. Father McGrane at right.

European Cruise
Lac La Biche Sea Cadets

FATHER J. E. McGRANE

THE Lac La Biche Sea Cadets, sponsored by the Navy League of Canada, the Northern Alberta Branch of the League being in Edmonton, have successfully accomplished their most ambitious undertaking, namely the cruise of the British Isles and a visit to the Continent. For this project the cadets took their own boat with them, the Exeter, which was built locally at Lac La Biche. Although the cruise was very successful, it was harder than we have thought for it is one thing planning a venture on a map six thousand miles from the actual theatre of operation than actually performing the feat across tidal waters and navigating the 300 locks between Liverpool and London. However, it was a great adventure and a wonderful education for the four sea cadets chosen to accompany me on the tour, namely, Jackie Wolstenholme, Romeo Lebeuf, Harold Klein, and Wilfred Woychuk.

Across the Atlantic

The Canadian Sea Cadet party left Lac La Biche on July 14 and went to Montreal via CPR, arriving in the eastern city on Wednesday, July 18. This gave us time to make all arrangements re the loading of the Exeter and clearing customs, and also to be guests of the Naval Co-ordinator, R. C. Stevenson, at a dinner held at the Royal St. Lawrence Yacht Club. We sailed on the Empress of Canada leaving Montreal at noon Friday, July 20. We had a very nice crossing and as a

matter of fact, it was a record crossing for the Empress of Canada, and instead of arriving at Liverpool on Friday morning we arrived Thursday evening, July 26. Because of this, the liner was not allowed to dock until the next morning but it gave us the first thrill of the trip in England. Liverpool was celebrating the Festival of Britain and anchored out in the River Mersey, as guests of Captain Dobson, on the bridge of the Empress of Canada, we had a wonderful view of the display. The city was floodlit, all the ships and ferries were outlined in lights which made a fine sight as they plied back and forth across the Mersey and, in conclusion, there was a magnificent fireworks display. The next morning when the ship tied up at the Prince's Landing Stage, we were met by Cmdr. H. T. Batham, RNVR, naval area officer for Liverpool, Cmdr. H. T. Bishop, of London, general secretary of the Navy League of Great Britain, R. A. McMullen, agent general of the Province of Alberta, London, Lt.-Cmdr. R. Jones, RNVR, Liverpool, and also press representatives and photographers. The whole trip was very well covered by the English press both in story and pictures. This, of course, was on the morning of our arrival.

Father J. E. McGrane is in charge of the Lac La Biche Roman Catholic Church. He is Commanding Officer of the Lac La Biche Sea Cadets, an expert "ham" radio operator, ex-theatre owner and newspaper man. Father McGrane is one of the most interesting persons I have met in the north country and, I almost forgot, on visiting him one day, I saw on his living room wall a certificate of membership in the magicians' guild of America. A fellow just about has to be a magician to have planned and carried out this trip of the Lac La Biche Sea Cadets.—Editor.

Liverpool

In the afternoon, we were officially received and welcomed by the Lord Mayor and the Lady Mayoress of Liverpool, Councillor and Mrs. Vere Cotton. The cadets were shown all through the town hall and witnessed the changing of the guard, another Festival of Britain celebration, in company with the Lord

Father McGrane and cadets with children in lobby of the Odean Theatre, Rickmansworth, England.



Mayor from the Town Hall Balcony. They also toured the city, crossed both over and under the Mersey, that is to say, via ferry boat to New Brighton and under the tunnel to Birkenhead. A visit was made to the famous walled city of Chester and photographs were taken at the grave of Edmond Peltier, a former Lac La Biche cadet, who is buried there, a victim of the past war. On coming back to Liverpool, the cadets were taken to the radar station at Gladstone docks. This is the largest installation of its kind in the world and a demonstration was given especially for the cadets. On the Sunday afternoon along with the West Derby unit of the English Sea Cadets, the Canadians were taken to Stretton, Lancashire, and were guests at the naval air show being performed there. Many other forms of entertainment were also arranged by the Liverpool branch of the English Navy League and Cmdr. Bishop had attended to our other needs and hospitality while en route to London.

On Wednesday, August 1, we were ready to really start on our great adventure. Our vessel Exeter had now cleared customs and had been fitted, tested, and made ready for the voyage. Our pilot, Lieut. Derbyshire, RNVR, was supplied by the Navy League, as was our pilot for the River Thames a few weeks later. We received word that the tide was favorable for us to leave the Gladstone dock about 9:30 a.m. Accordingly the great dock gates were swung open and in company with an ocean going freighter the Exeter slipped into the Mersey estuary and got her first taste of tidal and salt water. The sea was a bit choppy but we made the crossing to the Cheshire side without any difficulty and arrived at the Eastham locks to enter the Manchester Ship Canal a few minutes ahead of schedule. It was not long before we were in the protected waters of this famous engineering project and on our way to Manchester. Our first port of call was Runcorn, about a third of the way from Liverpool to Manchester. There the officers of the local Sea Cadet Corps arranged a dinner for us and we spent two hours and a half at Runcorn, the home of the *Transporter Bridge* made well-known by the Lancashire comedian, Stan Holloway. It was quite thrilling brushing alongside ocean-going vessels being towed along by powerful tugs to the great inland port of Manchester. However, as evening was drawing on, the canal authorities gave us priority and we pushed ahead of all this traffic and arrived at Pomona Docks that same evening.

In Manchester

The next day Edward Bacon, of the Navy League, took us in charge and he did a really wonderful job of looking after us in Manchester and supplying transportation. As far as I was concerned, I was home. My mother and other relatives are still living there, although my father's people are in Ireland and I was able to visit them later. On Thursday, August 2 we had a free day and rested up a little after our social whirl at Liverpool, but on Friday it started all over again. We were received by the Lord Mayor of Manchester and had tea with him at the Town Hall. We visited many interesting places and were guests at that famous and well-known Lancashire amusement park and zoological garden, Belle Vue. We also visited the Trafalgar Sea Cadet Corps at Ardwick Green. However, we had to be getting along. The Exeter was too wide for some of the narrow canals of England and so we had to take the long way round and go to the north of England over the Pennine Range, on to the east coast and down the River Trent, then to the Grand

Union Canal and in to the River Thames at Brentford. We left Manchester via the Bridgewater Canal, August 6.

Wigan, Leeds, and Nottingham

Our first stopover was at Wigan, where we spent the night. Many jokes have been made about Wigan Pier and we never thought that we would be tied up there, but we did. One of the lock gates was under repair and we had to remain at Wigan until the following evening. However, we got a pleasant surprise. Wigan proved to be a very fine city. We were entertained by the commanding officer of the sea cadets and the cadets were initiated into the well-known Lancashire dish of fish and chips and Holland's meat pies, which they guzzled with great gusto as that was one food that was not rationed in England. Beyond Wigan, we passed through some of the most beautiful country of the whole voyage. Near Leeds we could clearly see Kirkstall Abbey as we cruised along and arriving at that Yorkshire city, we made our headquarters with the Ark Royal Sea Cadets, with the kind permission of the Commanding Officer, Lieut. A. Tempest. The cadets at Leeds have a fully equipped building right in the heart of the city. We spent the weekend ashore and were able to get cleaned up and uniforms washed, etc. The Exeter was running fine all the time, no engine trouble and so we left Leeds on August 13 and headed toward the east coast. It was not the mileage that took so much time, actually, we could have made the trip in less than a week as far as the distance was concerned, but the canals have to climb hills and cross mountains and that is where all the locking comes in. Also it must be remembered that the route we followed over the canal system wandered all around in order that the barges could pick up the cargo at the various towns and cities, and that the canal system was in vogue before the advent of the railway and was the main system of transportation as early as 1760. We were pleased, however, when we arrived at the River Trent. We had to wait a few hours as we arrived at the river at low tide and, therefore, when we did enter the river it was on a rising tide, that is to say, the river was pushing us along and so it did not take us long to get to the beautiful city of Nottingham. There the sea cadets have one of the finest establishments we have ever seen situated right on the river bank. They had electric stoves and heating, and an abundance of hot water, so naturally we spent the night there. The next morning, as at Liverpool, Leeds, and Manchester, more photographs and press representatives. This has made a nice chronology of our trip and we have at Lac La Biche many commercial photographs and newspaper clippings of our adventure. By the same token, the Navy League and the sea cadets both in Canada and England have received the best publicity they have ever had in years.

A Portage

After leaving Nottingham we took the Beeston Cut and left the River Trent which was no further navigable and got over to the Grand Union Canal. Although this usually is the widest and longest canal in England, nevertheless, a portage had to be made. There is a small stretch of this canal from Market Harborough to Norton Junction, which cannot be navigated except by boats with a beam less than seven feet because the locks at each end of this portion of the canal are only seven-foot locks. It was necessary at this point to make a 25-mile portage. The Navy League of Great Britain, however, had foreseen this and a crane and conveyance was obtained for the over

land journey. As a matter of fact, this did not delay us as the time lost in taking the Exeter out of the water was more than made up for by the speedy trip overland.

The Thames and London

Soon we were on the move again and through the garden counties of England, on to Berkhamstead, then to Rickmansworth, where we made the last major stopover and painted and "cleaned ship" in preparation for the trip down the River Thames into the very heart of London. We left the Grand Union Canal and entered the river at Brentford. The Navy League again supplied us with a pilot, this time, Lt.-Cmdr. Wm. Muddock, of Kingston-on-Thames. Lt.-Cmdr. Muddock is well known to many Canadian troops, having entertained them at his home during the war and he was pleased to be in Canadian company again. On August 29, after spending over three weeks discovering England by the inland waterways we arrived at Victoria Embankment. Our estimated time of arrival at the metropolis was 4.00 p.m. We turned into the tide and slipped along HMS President to our berth just as Big Ben in the tower of the Houses of Parliament was bonging the hour. Captain A. D. H. Jay, representing the Royal Navy, Cmdr. Bishop of the Navy League, and again Mr. McMullen of the Province of Alberta were on hand to meet us. The picture of this official reception was carried in many of the British papers including the front page of the London Daily Telegraph. So the staunch little Canadian vessel, built by the sea cadets of Lac La Biche in the prairies of Alberta, was now moored in the heart of the Empire by warrant of the Department of National Defence, proudly flying to the brisk winds the proud blue ensign of the Royal Canadian Navy.

Thanks to Navy League

The Navy League of Great Britain must certainly be thanked for the spontaneous manner in which they undertook to foster us while in the Old Country. It was a harder trip than we had anticipated. It would have been much harder without this assistance. In London, the League did everything possible to arrange tours and entertainment. Apart from the usual historical tours the Navy League arranged a special excursion to the great naval base of Portsmouth. The sea cadets did not only visit the most modern of today's British fighting ships, but also spent an hour on Lord Nelson's famous flagship of the Battle of Trafalgar, HMS Victory. Back to London, again through the good offices of the League, the Canadians visited the Harringay Arena for the ice show, "Rose Marie on Ice" featuring Barbara Ann Scott. During the intermission the cadets were entertained by Miss Scott who also autographed their programs. The next night they were off to the London Palladium where the Canadian born movie actor, Jack Carson, was playing. They also met the actor and had their pictures taken with him at the conclusion of the performance.

Dieppe and France

The next chapter of our adventure takes place on the continent. Here we visited France and saw the harbour and beachhead of Dieppe made famous by the Canadian troops. In Paris, where we stayed a week, we visited Notre Dame Cathedral, Des Invalides, and Napoleon's Tomb, the Eiffel Tower, and went to the very top, almost 1,000 feet. Then to the Arch of Triumph and the Unknown Warrior's Tomb at which burns the Eternal Flame. Also we visited the famous shrine of St. Therese at Lisieux and the fashionable resorts



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C S F

"LOOK FOR THE MAPLE LEAF"

of Deauville and Trouville, and also the Normandy battlefields.

Return Trip

We then went back to Liverpool in time to get on board the liner Empress of France. Captain B. B. Grant was a great host to the sea cadets and permitted them to act as quartermasters two hours each daily and so they got the thrill of their lives by steering the big ship on the way home. It was a wonderful experience from many points of view and an experience that the cadets will remember for the rest of their lives.

Finances

Naturally, the question must arise, how was the trip financed? The money came from many sources. Personal friends helped to some extent. Business firms also donated. The parents of the four cadets each gave $100 towards the expenses. The Edmonton Branch of the Navy League of Canada generously gave $1,000 and the town of Lac La Biche put on a campaign and raised $1,100. Then I had been planning and saving up for a trip to the Old Country for a long time and if the project had not materialized, I was going in any case so I personally put into the ante the $1,000 I had saved up, then it must have cost the Navy League of Britain a few pounds also. However, I think it was worth the effort. The story has been carried from coast and to coast in Canada and all over the British Isles and over many broadcasting stations in Canada and the U.S.A., as well as the BBC, and so we think it has been a job well done and to the benefit of the youth of Canada as a whole through the sponsorship of the sea cadet movement.

SUMMER SESSION

UNIVERSITY OF ALBERTA

Edmonton, Alberta

July 2—August 15

The Announcement is now available for distribution. When making application for same, please use the form which appeared in the December issue of this magazine.

Deadline for registration: Wednesday, April 30, 1952

Re English 2: Deadline for registration in this course is Friday, February 15, 1952

Address all correspondence to: Director, Summer Session, University of Alberta, Edmonton, Alberta

Official Bulletin, Department of Education

No. 148

Audio-Visual Notes

The following are some of the new films recently placed in the Audio-Visual Aids Branch library:

T 800, T 801, T 802 *Français Par le Film*—An outstanding series of films in teaching the French language. Uses simplicity, clearness, repetition, and audience participation. 15 mins. each.

T 803 *Footsteps to the Future*—A home economics career film. Illustrates the possible professional fields which one might choose, 20 mins.

T 804 *Let's Read Poetry*—Designed to help the teacher stimulate interest in the reading of poetry, and to help the student enjoy and understand what he reads. 10 mins.

T 810 *What Is Soil* — Illustrates learning through self-activity which involves the observation of objects and things. A very good instructional film. 10 mins.

Tk 811 *Venice*—A very fine color film depicting the unique and historical features of Venice. 10 mins.

T 812 *Food That Builds Good Health*—Relation of good health to foods and what those foods are. 10 mins.

T 814 *You Can Beat the A-Bomb*—Steps in protection demonstrated by a family. 20 mins.

T 816 *The Fox and the Rooster*—Narration by Western voice. Real animals play roles. 10 mins.

Copies of the filmstrip titles listed in *The November ATA Magazine* are still available by writing to the Audio-Visual Aids Branch. Acknowledge as suggested.

The New High School Diploma

A number of enquiries have been received by the Department of Education concerning the High School Diploma and Senior Matriculation standing. This is no doubt due to the fact that a change was made in the form of diploma. The chief feature of the new Diploma is that the record of marks is not included.

The Department of Education issues only one form of diploma to all students who meet at least the required minimum qualifications of 100 credits with standing in the compulsory subjects, at least 14 credits for subjects of Grade XII, at least 50 credits (including the above 14) in subjects of Grades XI and XII, and at least 10 credits in Commercial, Technical or General electives.

Senior Matriculation standing is granted only by the University of Alberta. To qualify for University Matriculation, a student must obtain a High School Diploma and at the same time arrange his program so as to obtain the subjects required to satisfy the University authorities upon application for admission.

It should be noted that the University requires that an official Transcript of High School Record accompany each application for admission. Such Transcripts may be obtained from the Examinations Branch, Department of Education upon the payment of the prescribed fee of $1.00 for a single Transcript, and 50 cents for each additional Transcript ordered at the same time.

Western Conference Meets in Edmonton

The fifth meeting of the Western Conference was held in Edmonton November 26, 27, 28, immediately following the opening of Barnett House.

Those In Attendance

The Manitoba Teachers' Society was represented by T. A. McMaster, general secretary-treasurer, and D. H. Stewart, vice-president; the Saskatchewan Teachers' Federation by G. D. Eamer, secretary-treasurer, and Caroline Robins, a member of the Executive; British Columbia by John Prior, president, and C. D. Ovans, general secretary; Alberta by Marian Gimby, president, and Eric C. Ansley, general secretary-treasurer. Also present were F. J. C. Seymour, assistant general secretary of the ATA, and George G. Croskery, general secretary-treasurer of the Canadian Teachers' Federation. Miss Gimby acted as chairman and Eric C. Ansley as secretary.

Salaries

British Columbia has the highest salaries in western Canada. All four provinces have the right to collective bargaining. The members of the conference were not favourably inclined towards provincial salary schedules. The three provinces with provincial salary schedules have the lowest salaries in Canada.

The conference approved a schedule with a beginning salary of $2000 for one year of training, a maximum of $5000 for a teacher with a degree, and a maximum of $6500 for a teacher with seven years of training. The complete schedule is printed on page 41 of this issue.

Probationary Periods For Teachers

The Western Conference favoured security of tenure for all teachers in case of dismissal or transfer. Some provinces have good security of tenure with respect to dismissals, some with respect to transfers, some have no probationary period.

School Boards Not In Good Standing

It was agreed that it would not help the teachers' association in one province if they advise their membership that a certain school board was not in good standing and boards simply advertised in other provinces for teachers, some of whom might accept without knowing about the dispute.

Various schemes were discussed that would prevent teachers from making application to boards not in good standing with teachers' associations in other provinces as well as in their own provinces.

Teacher Shortage

The teacher shortage is becoming worse in all provinces due to low salaries, stronger competition for the services of high school graduates, and increases in population.

Professional Training

The conference went on record as opposing the granting of certificates to unqualified persons and also urged that the minimum requirements for teacher training be two years beyond Grade XII senior matriculation.

Training In Professionalism At College

All provinces reported that teachers in training were not getting adequate training in professionalism.

Pensions

All four provinces are asking for improved pension schemes. In addi-

Salary Schedule

1951-52

Proposed by the Western Conference of Teachers' Associations, November, 1951

Approved by the Executive of the Alberta Teachers' Association, December, 1951

The Executive recommends that local negotiating committees use the following schedule as a basis for negotiating new salary agreements:

Single Salary Schedule:

1.

	Min.	Max.
1 year's training	$2000	$3500
2 years' training	2300	4000
3 years' training	2600	4500
4 years' training	2900	5000
5 years' training	3200	5500
6 years' training	3500	6000
7 years' training	3800	6500

2. Partial Allowances: $60 per university course.
3. Annual Increments: At least $200 per year.
4. Allowances for previous experience:
   (i) Full credit for each year of teaching.
   (ii) Full credit for each year of war or auxiliary service.
5. Allowance for Administration and Supervision:
   (a) Principal:
   Elementary rooms, $100 per room up to 12 rooms.
   Intermediate and High School rooms, $125 per room up to 12 rooms.
   Note: Over 12 rooms, allowance per room on graduated scale.
   (b) Vice-principal: One-half of allowance for principals.
6. Allowances for extra-curricular activities:
   A stipulated amount for each unit of work in connection with extra-curricular activities.

Positional Salary Schedule:

The positional schedule proposed by the negotiating committee should be comparable to the single salary schedule. The minimum and maximum for one year of training in the single salary schedule and for one year of training in the elementary school in the positional salary schedule should be identical—$2000 to $3500. Four years of training in the single salary schedule and four years of training and teaching in a high school position under a positional salary schedule should be identical—$2900 to $5000. Sections 3, 4, 5 and 6 apply to both schedules.

tion, Manitoba is asking that women teachers should not be excluded from disability benefits as has been suggested in that province.

Public Relations and Promotional Advertising

The conference approved the idea of promotional advertising and asked the delegates to arrange to have Mr. David Wood of James Lovick Agency place his scheme before each of the provincial executives.

Elected School Boards and Fiscal Independence

The conference reiterated its former stand that, in the best interests of the schools, school boards should be elected and should have fiscal independence; and not be appointed and have no fiscal independence as provided for in the so-called county system in Alberta.

Services To Teachers

The matter of credit unions, group insurance, hospitalization, medical benefits, salary indemnity, accumulative sick pay, and legal assistance to teachers were also discussed and, in general, it was agreed that provincial associations should make available to teachers all services possible.

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Department of Extension,
University of Alberta,
Edmonton, Alta.



Our Library

How to Build Games and Toys

B. W. Pelton, *D. Van Nostrand Company, New York* (in 228 Bloor Street West, Toronto, $4.95.)

A book about making toys and games. Teachers and parents will find this book to be an excellent source of ideas.

The author deals with toys for crawlers and toddlers, pre-schoolers and kindergartners, and children of primary and elementary grades. Basic requirements for toymaking are outlined and three chapters deal with toy projects.

Another chapter deals with making games and supplies the rules for each game. Jiffy amusements, to keep children occupied with a minimum of equipment and preparation, are outlined in another chapter.

The last chapter deals with entertaining convalescents and rainy-day prisoners, and consists of projects which can be done while the patient is in bed.

This book is well illustrated and has complete directions for all projects. A good selection of toys has been made and it appears that no unusual skills are required to make them.

Canadians of Long Ago

Kenneth E. Kidd, *Longman's Green & Company*, $2.25.

Describes various Indian types of the Dominion and presents their ways of life. Teachers will note the omission of Indians of the Cordilleran and Mackenzie River Valley regions.

Junior high school social studies teachers will find this to be a good source book or might use it as supplementary reading material. It is likely that it would be a useful addition to elementary libraries since some of the more mature and interested students would enjoy reading this book.

Exploration in Science

Limpus, Reid, and Shore, *The Macmillan Company of Canada Limited*, $1.95.

Uses of Science

Limpus, Reid, and Shore, *The Macmillan Company of Canada Limited*, $2.00.

These two volumes form the revision of the old Elementary General Science by Limpus and Shore. The contents and materials follow the revisions of the Science course in Grades VII and VIII in British Columbia.

The Sun Horse

Catherine Anthony Clark, *The Macmillan Company of Canada Limited*, $3.00.

A story by the author of *The Golden Pine Cone*. The locale is British Columbia and the plot is centered on an orphan boy and a French-Canadian girl.

Mathematics for Canadians

Book 7, Mewhart and Godbold, *The Macmillan Company of Canada Limited*, $1.35.

Financial Statement

STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA
SUMMER SESSION

STATEMENT OF REVENUE AND EXPENDITURE
FOR THE YEAR ENDED OCTOBER 31, 1951

Statement "A"

Revenue—			
Fees—building fund, see contra			$4,227.57
—general			1,691.02
Evergreen and Gold, see contra			348.00
Ticket sales—dances			339.18
—swimming			24.00
			$6,629.77
Expenditure—			
Athletics:			
Badminton	$ 13.52		
Bowling	53.86		
Croquet	8.95		
Fastball	112.17		
Swimming	30.00		
		$ 218.50	
Entertainment:			
Dances	$ 405.33		
Teas	110.42		
		515.75	
Students' Union Building Fund, see contra:			
Loan repayment fund	$2,536.55		
Building operating fund	1,691.02		
		4,227.57	
Purchase of Evergreen and Gold, see contra		348.00	
Administrative and sundry:			
General expense	$ 323.15		
Evergreen and Gold pages and expenses	237.50		
Honoraria	170.00		
Bulletin expense, net	98.91		
Administrative salaries	70.00		
Grant re equipment of Wauneita Lounge	50.00		
Depreciation on equipment	48.31		
		997.87	
			6,307.69
Excess of Revenue over Expenditure for the year			$ 322.08

Balance Sheet as at October 31, 1951

Statement "B"

Assets

Current:		
Cash on deposit with the University of Alberta.....		$ 955.19
Fixed:		
Office equipment	$ 46.25	
Sports equipment	218.40	
	$ 264.65	
Less reserve for depreciation.....	126.25	
		138.40
		$1,093.59

Liabilities

Surplus:		
Balance as at October 31, 1950		$ 971.51
Deduct: Donation to the Students' Union re installation of a cooling system in the Mixed Lounge		200.00
		$ 771.51
Add: Excess of revenue over expenditure for the 1951 session		322.08
		$1,093.59

EDMONTON, Alberta, December 5, 1951.

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1951, and have received all the information and explanations I have required.

In my opinion, the above Balance Sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1951, according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the result of operations for the year ended at that date.

M. A. ROUSELL,
Chartered Accountant, Auditor.

Enrollment in the Faculty of Education

This year 295 men and 476 women are attending the Faculty of Education in Edmonton. Fifty-nine men and 154 women are in attendance in Calgary. This is a total of 984. Last year, 435 men and 630 women were enrolled in the Faculty of Education for a total of 1065. This is a decrease of 81 teachers in training. This decrease is serious because the shortage of teachers is greater this year than for the last two years, the population of Alberta is increasing about 14,000 a year, which requires approximately another 100 teachers.

Executive Council Election, 1952
Alberta Teachers' Association

Nominations and Acceptances

By-law No. 43 states:

"Nominations and acceptances must be received by the General Secretary-Treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election of the Executive Council of this Association for 1952-53, and acceptance of nominations, **must be received at Head Office, on or before February 25, 1952.**

A general meeting of the local, or the executive council thereof, by resolution in meeting asembled, must make formal nomination or nominations and transmit to Head Office the nomination, in the form prescribed by the Executive, **together with the acceptance of the candidate or candidates.** Any sublocal, through its own council may suggest to the executive council of its local the name of any proposed candidate for election as president, vice-president, and district representative.

Eligibility Of Members To Vote

By-law No. 38 states:

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding counting of the ballots, shall be entitled to vote in the election of the Executive Council."

Eligibility of Members for Election To Executive Council

By-law No. 34 states:

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he (a) is a member in good standing, and (b) is entitled to vote in the election of the Executive Council, and (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation; provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law."

By-law 42 states:

"To be eligible for nomination as a candidate for the office of president the proposed nominee shall have served previously as a member of the Executive Council."

Nominees for election to the office of **president** may be selected from the province at large.

Nominees for election to the office of **vice-president** may be selected from the province at large.

Each nominee for election to the office of **district representative** must be teaching in his own geographic district at the time of his nomination.

Geographic Districts

Northwestern Alberta Constituency —All schools situated within the area covered by the following school divisions: East Smoky, Fairview, Fort Vermilion, Grande Prairie County, High Prairie, Peace River, Spirit River, and the area from Slave Lake East to the boundary of Athabasca Division.

Northeastern Alberta Constituency —All schools situated within the area covered by the following school divisions: Athabasca, Bonnyville, Lac La Biche, Lamont, Smoky Lake, St. Paul, Two Hills, and all territory outside the boundaries of any school division north to the North Saskatchewan River, east of the fifth meridian.

Resolutions To The AGM, 1952 Alberta Teachers' Association

Edmonton District Constituency—All schools situated within the City of Edmonton and the boundaries of the following school divisions: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, Sturgeon, Thorhild, West Jasper Place, and Westlock (north to the boundary of the Athabasca School Division).

Central Western Alberta Constituency—All schools situated within the area covered by the following school divisions: Lacombe, Olds, Ponoka County, Red Deer, Rocky Mountain and West-Brazeau Line, Stettler, Strawberry, and Wetaskiwin.

Central Eastern Alberta Constituency—All schools situated within the area covered by the following school divisions: Camrose, Castor, Holden, Killam, Neutral Hills, Provost, Vegreville, Vermilion, and Wainwright.

Calgary District Constituency—All schools situated within the City of Calgary and the area covered by the following school divisions: Bow Valley, Calgary (and West Canmore-Banff Line), Drumheller, Foothills, Red Deer Valley, Wheatlands, and Vulcan County.

Southwestern Alberta Constituency—All schools situated within the City of Lethbridge, and within the boundaries of the following school divisions: Lethbridge, Macleod, Pincher Creek, St. Mary's River, and Taber.

Southeastern Alberta Constituency—All schools situated within the City of Medicine Hat, and within the boundaries of the following school divisions: Acadia, Berry Creek, EID, Foremost, Medicine Hat, and Sullivan Lake.

Resolutions for consideration by the Annual General Meeting shall be submitted:

1. By authority of a general meeting of a local association,

2. By authority of a resolution passed by the executive council of a local association.

A certified sublocal may pass a resolution and forward it to the executive council of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

After the meeting of the Resolutions Committee, the resolutions are printed and sent out to all accredited locals. Arrangements should be made for each local or its executive council to meet between **receipt of The ATA Magazine for March, which will be mailed on or about March 15, and the Annual General Meeting** in order that the resolutions may be discussed.

Resolutions shall be forwarded to the Head Office in the form prescribed and shall be verified by a Statutory Declaration and **must be received not later than February 22, 1952.**

(Continued from Page 17)

become an important cause of dissatisfaction.

Good Working Conditions Create Enthusiasm

Conditions related to effectiveness of teaching—such as the teaching load and adequacy of equipment and supplies—produce important effects on teacher morale and enthusiasm for the system. Smaller classes, lighter teaching loads, better materials and equipment, better school buildings were all near the top in frequency of mention among the changes which "would do most to increase satisfaction in teaching." Good equipment and supplies were rated by respondents as one of the most important of nine potential sources of satisfaction. More than half of all groups of respondents gave this item the highest possible satisfaction rating. In the questionnaire returns from the four systems, good building and equipment and good instructional supplies received a large number of mentions among factors contributing to satisfaction. Conversely, unsatisfactory buildings, poor equipment, and lack of special facilities were high on the list of factors contributing to dissatisfaction.

Aims thought to be clearly defined and attainable and recognition of effort and achievement both contribute significantly to satisfaction in teaching. The support for this conclusion is found chiefly in the tabulation of data from the lists but the interviews provided supporting evidence.

Community Influences on Morale

The relationships of teachers to the community are important factors in determining enthusiasm for the system and the general state of teacher morale. It appears to be of the utmost importance to teachers to feel that the people of the community believe in and support education and value the work of the teacher. Recognition by the community of the professional status and competence of the teacher adds greatly to teachers' pride in their work. Community acceptance of teachers for their work as persons is likewise important to teacher morale. Teachers respond appreciatively to friendliness on the part of groups in the community; they resent any arbitrary restrictions on their personal life or being put in a category which separates them from the normal social life of the community.

Stimulating professional leadership, opportunity for teacher participation in policy making, clearly defined aims and goals, conditions which promote effective teaching, recognition of good work, and reasonably adequate salaries form a combination almost certain to produce satisfaction in teaching and enthusiasm for the school system. The check list data indicated that the percentage of enthusiastic teachers may be expected to rise with an increase in the number of factors concerning which teachers hold favourable opinions. The interviews provided additional support for this generalization and threw light on the ways in which the various factors are interrelated.

Correction of Grievances Essential

Any factor in the work situation may become a source of grievance and flare into a cause of acute dissatisfaction under certain conditions. The studies in the five systems, as well as comments written on the check lists, make it clear that any grievance can become to teachers a symbol of injustice or lack of sympathy; if not recognized and redress

provided, it may overshadow many favourable factors. In other words, the factors are so interrelated that all are influenced by each. Keeping open the channels of communication up the hierarchy, and a sympathetic hearing of teachers' grievances are of the greatest importance in preventing complaints from developing into major causes of dissatisfaction.

Superior Teachers More Enthusiastic

Teachers of both sexes, at all grade levels, with varying amounts of experience tend to react similarly to factors in the work situation; but there are some differences in the relative importance of various factors for certain groups. The factors which have been mentioned are important to all groups of teachers, and the similarities in the reactions of teachers to various factors in the work situation are more pronounced and more important than such differences as exist.

Possibly one of the most significant differences is that found between teachers rated by their superintendents as superior and those rated as below average. Superior teachers give a higher rating than do below-average teachers to all items with the single exception of tenure provisions, which the below-average teachers rate higher. The superior teachers also report the presence of a larger number of items favourable to satisfaction; and over 52 percent of these teachers express enthusiasm for the school system as compared with less than 41 percent of the below-average teachers and 49 percent of the teachers selected at random. The interviews and observations in the five systems gave some evidence that the more resourceful teachers find more opportunities for participation in policy making, make better use of the facilities provided, supplement provided materials with teacher- and pupil-made materials, respond more enthusiastically to leadership, and in general make a better adjustment to both school and community situations. This suggests that one important factor in teacher satisfaction may be the kinds of teachers employed.

Henry Birks & Sons (Western) Ltd.

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CATALOGUE ON REQUEST

It Starts in the Classroom

(Continued from Page 9)

friendliness are the outstanding traits of the best teachers, at least in pupils' minds. Therefore, good relations with pupils depend to a large extent on how the teacher exhibits these qualities.

Discussion periods and individual conferences on pupil needs and interests, interesting activities in which pupils are participants and resource contributors, the teacher's assumption of partial responsibility for effective learning as reflected in the question "What should WE do now to overcome OUR poor results in this test?"—these are some of the approaches recommended in more detail to make the classroom productive in both learning and public relations.

What Parents Learn

"What did you learn today?" or "What did you do in school today?"

Probably no questions are more frequently asked of pupils by parents than these. And probably none is more dismally answered.

From the kindergarten child who replies, "We just played," the third grader who adds "We just played store," and the high school senior who remembers only that "We spent most of the day practicing for the senior play," the parent gets a weird idea of what's going on at the schoolhouse.

We can be sure that the parents hear much. The complaints they bring or publish frequently show that they don't like what they hear. Yet rarely are pupils helped to summarize their experiences before they leave the classroom or the school.

The technic considered so important that it's repeated in two chapters of *It Starts in the Classroom* is one designed to cure this acute public relations pain.

What Hits Home

Homework and progress reports—two elements of the teacher's job which go directly into his pupil's homes—are the sources of negative, positive, or neutral relationships between home and school.

"Consider what happens to parents' attitudes when a pupil toils over homework given solely for disciplinary purposes, or on assignments which require an abnormally long time for completion, have no recognizable purpose, assume that the child will have assistance from well-educated parents, and compete with major school or community events."

How to give an assignment so that both its purpose and its requirements are well understood; how to survey and consider the home facilities or limitations; how to make assignments that are less book-centered, involve parent participation, direct children into a closer relationship and sympathy with their parents, and utilize community resources—these are the helps *It Starts in the Classroom* offers teachers.

Progress in Progress Reports

Many school people can testify that few practices cause more complaints than report cards and efforts to improve them. Yet some system of reporting progress to parents should be an invaluable avenue toward friendly relationships.

Extremes in individual reporting practices are reflected in the student comments about two teachers:

"He gave out a lot of bad marks and said we were poor pupils, but he never offered to give us special help."

"You could tell she was sorry when she had to give us poor marks. She seemed to think it was her fault. We used to work awfully

hard to help her get our marks up."

Adoption of narrative reports may not be the answer unless each teacher becomes skilled at "wording reports so as to encourage objective and dispassionate thinking, rather than to inspire a desire for retaliation." Also, some "literate enemy of the school could almost crucify teachers on the evidence of their own written communications" when they reflect carelessness or ignorance in sentence structure, spelling or punctuation.

While *It Starts in the Classroom* lists words that can help and words that can hurt in report communications, and outlines numerous plans found helpful by some teachers and school systems, its main message is that every report sent home is an interpretation of the school as well as of the pupil.

"Parents are inclined to bestow their favor on those schools in which their children succeed." Marking systems built in such a way that fewer than half the pupils can look with pride on their accomplishments are a public relations hazard that many teachers do—and all teachers must — struggle to avoid. Report cards are due for major attention in any long-range public relations planning.

Foreward—Then Forward!

Dramatic attacks on schools have led recently to widening publicity about the organized attacking forces. We have observed that these forces make little headway except when a breakdown in school-community relations has made the field fertile for strife.

The best defence, we are told, is a strong offense. In this case, the counterattack starts with positive public relations at home to develop the understanding and appreciation which will surround the school with aggressive protectors.

The National School Public Relations Association has written the teacher's manual of arms. Its yearbook points the way. *It Starts in the Classroom.*



ATA

You Can Write Effectively

(Continued from Page 27)

how satisfying writing is, and how much there is to learn about it."

Final thoughts left the class by the Dr. Brier were to the effect that in writing one should remember the forty-four topics of human interest, to write with the reader in mind and thereby gain prestige, and to study the styles of successful writers. Teachers should write for public relations, to present the case of the teacher in a good light so that the public would accept teaching as a profession.

That was the Writers' Course. It was in itself a great public relations endeavour. It was learning something about the Banff School of Fine Arts and its genial director, Donald Cameron; it was seeing our efficient ATA staff keeping the Workshop in effective operation; it was meals and teas together with teachers from all over the province and an exchange of our ideas with those from Saskatchewan, British Columbia, and Washington. It was the salty humour and friendliness of American professors, sight-seeing and mountain-climbing, bridge and singsongs in the beautiful chalets. It was new friendships gained.

It was all that and more. We'll see you then at the Workshop next year.

What Are We Trying To Teach In Writing?

(Continued from Page 11)

Both are essential to effective learning.

The regular basal reading program should provide the child with a wealth of enjoyable material on his own reading level. Over and above this, there should be available to him a library table or corner which abounds in interesting and lively stories and informational reading material *on the level at which he is able to read well,* and the day's schedule should provide time for him to *enjoy* these materials—to read freely and naturally with the same freedom from difficulty and the same smoothness which characterize an adult's personal reading.

This free reading, without stops to struggle withe difficulties with unfamiliar words and construction is just as important, indeed it is probably more important, for the poor reader than for the superior reader. The poorer reader is precisely the one who is most readily bored by formal drill materials and who most seriously needs the assurance and satisfaction that can come only from reading really interesting stories.

Keep Children's Interest

We must give added emphasis to this matter of *interesting* children in reading. All the skills, all the techniques, all the mechanics, are only tools to use in learning to read well, *so as to be able to enjoy reading.* We must not lose sight of the fact that they are only tools—useful, important, necessary tools, but still tools—means to an end and not the end itself. We must not so emphasize them that our pupils cease to enjoy reading. We must give children interesting material of suitable difficulty, provide them with simple but sound guidance, and give them ample opportunity to read by themselves and to learn to read better in the course of reading. Given these basal things, they will learn to read soundly and to love it, and we will then have achieved the real goal of teaching reading.

Summary of Divisional Salary Schedules

Alberta, 1951-52

I.

(a) Minimum salaries in 9 divisions with positional salary schedules.

Annual Salary	Elem.	Jr. High	H.S & Degree	Prin. 4 rms. and Degree
1500	2			
1550	1			
1600	4	2		
1650	2	1		
1700		2		
1750		3		
1800		1		
1850				
1900				
1950				
2000				
2050				
2100				
2150				
2200				
2250			1	
2300				
2350			1	
2400				
2450				
2500			3	
2550				
2600			1	1
2650			2	
2700				1
2750			1	2
2800				
2850				4
2900				
2950				
3000				
3050				1
3100				
3150				

I.

(b) Minimum salaries of 42 divisions with single salary schedules.

Annual Salary	Number of Divisions Years of Training					
	1	2	3	4	5	6
1500	9					
1550	4					
1600	16					
1650	5					
1700	2					
1750	3	3				
1800	1	8				
1850		10				
1900	1	11				
1950		5	1			
2000		1	1			
2050		2	2	1		
2100		2	13			
2150			4			
2200			12			
2250			5	3		
2300			3	2		
2350				5		
2400			1	7	1	
2450				5	2	
2500				10	3	
2550				5	1	1
2600					4	1
2650				2	4	
2700				1	8	1
2750					4	2
2800				1	3	
2850						
2900						
2950						
3000					1	

II.

(a) Maximum salaries in 9 divisions with positional schedules.

Annual Salary	Number of Divisions Elem.	Jr. High	H.S & Degree	Prin. 4 rms. and Degree
2400	1			
2450	1	1		
2500	2			
2550	1	1		
2600	2	2		
2650				
2700	2	1		
2750		1		
2800		3		
2850				
2900				
2950				
3000				
3050				
3100				
3150				
3200				
3250			1	
3300			1	
3350				
3400			1	
3450				1
3500			2	
3550				1
3600			1	1
3650			1	
3700			2	1
3750				

3800						
3850				3		
3900				1		
3950						
4000				1		

II.

(b) Maximum salaries in 41 divisions having single schedules.

Annual Salary	Number of Divisions Years of Training					
	1	2	3	4	5	6
2200	1					
2250	3					
2300	5					
2350	2					
2400	10					
2450	3					
2500	9					
2550	2					
2600	2	5				
2650	3	3				
2700	1	11				
2750		5				
2800		8	1	1		
2850		1				
2900	1	6	4			
2950		2				
3000			7			
3050			6			
3100		1	10			
3150			5	1		
3200			4	1		
3250			2			
3300			3	5		
3350				7		
3400				9	2	
3450				4		
3500				8	1	
3550				3	4	
3600				2	5	
3650				1	3	
3700					5	
3750				1	4	
3800					2	1
3850						
3900					1	
3950					1	1
4000						1
4050					2	
4100						1
4150						1
4162½						1

III.

Total increments.

(Based on 1 yr. training)

Amount	No. of Divs.
650	1
700	1
750	2
800	16
850	—
900	12
950	2
1000	8
1050	1
1100	1
50% Basic	8

IV.

Number of annual increments of different amounts.

Amount	No. of Divs.
100	34
125	3
150	1

Fifteen divisions have variable increments ranging from the first at $200, $150, $120 to the last at $50.

V.

(a) Degree allowance in positional schedules.

Amount	Bachelor's Degree	2nd Degree
0		2
100		1
150		3
200		3
250		
300		
350		
400		
450		
500	2	
550	1	
600	4	
650		
700	1	
750		
800		
850	1	
900		
950		
1000		

V.

(b) Degree allowances in single schedules.

Amount	No. of Divisions Bachelor's Degree	5 Years	6 Years
0			
100			
150			
200			
250			
300			
350			

400			
450			
500			
550			
600	1		
650			
700	5		
750	5		
800	5	2	
850	5	2	
900	19	1	1
950	1	1	
1000	1	6	1
1050		7	
1100		6	
1150			
1200		6	1
1250			2

VI.

Allowance for Partial Degree.

	No. of Divisions
No Allowance	35
Allowance per year	9
Allowance per course	
Pro rata	8

(52 divisions reported)

VII.

Allowance for previous experience.

	No. of Divisions
Full Allowance	23
Partial Allowance	28

(Those schedules having partial allowance for previous experience have restrictive clauses which do not allow some teachers to claim full credit for past experience.)

VIII.

Allowance in Principal's salary for supervision and administration of a 4-room school.

Amount	No. of Divisions
0	2
100	
125	
150	5
175	5
200	5
225	10
250	
275	
300	13
325	
350	3
375	1
400	7
450	1

IX. Best Features in 52 Divisional Schedules.

Highest minimum salary in positional schedules for one-room schools, elementary grades, and one year of training	$1650	Lamont, Macleod
Highest maximum salary in positional schedules for one-room schools, elementary grades, and one year of training	2700	Clover Bar, Lamont
Highest minimum salary in positional schedules for intermediate grades	1800	Wheatland
Highest maximum salary in positional schedules for intermediate grades	2800	Clover Bar, Lamont Wheatland
Highest minimum salary in positional schedules for high school grades and one degree	2750	Wheatland
Highest maximum salary in positional schedules for high school grades and one degree	3700	Foothills, Lamont
Highest minimum salary in positional schedules for principal of a 4-room school, and with one degree	3050	Foothills
Highest maximum salary in positional schedules for principal of a 4-room school, and with one degree	4000	Foothills
Highest minimum salary in single schedules for one year of training	1900	Calgary
Highest maximum salary in single schedules for one year of training	2900	Calgary

Highest mmimum salary in single schedules for two years of training	2100	Calgary, Coal Branch
Highest maximum salary in single schedules for two years of training	3100	Calgary
Highest minimum salary in single schedules for three years of training	2400	Coal Branch
Highest maximum salary in single schedules for three years of training	3300	Calgary, Olds
Highest minimum salary in single schedules for four years of training (degree)	2800	Coal Branch
Highest maximum salary in single schedules for four years of training (degree)	3750	Olds
Highest minimum salary in single schedules for five year of training	3000	Coal Branch
Highest maximum salary in single schedules for five years of training	4050	County of Vulcan and Rocky Mountain
Highest minimum salary in single schedules for six years of training (master's degree)	2775	Taber
Highest maximum salary in single schedules for six years of training (master's degree)	4162	Taber
Largest amount in total increments	1387	Taber
Largest annual increment	200	Taber
Largest amount for bachelor's degree in positional schedules	850	Foothills
Largest amount for second degree in positional schedules	210	Lac Ste. Anne and Stony Plain
Largest amount for bachelor's degree in single schedules	1250	Olds
Largest amount for second degree in single schedules	750	Foremost, Taber
Largest allowance for supervision of a 4-room school	450	Calgary

Schedules of the following divisions and counties are not included:

County of Grande Prairie, No. 1.
Fort Vermilion, No. 52.
Killam, No. 22.
Lac Ste. Anne, No. 11.
Peace River, No. 10.
Stettler, No. 26.
Vermilion, No. 25.

Voting List for Election
Executive Council
Alberta Teachers' Association

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1952, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see whether or not their names are included; and if they are not, to notify the Head Office **immediately.**

This list is being published to give each teacher a chance to see that his name is not left off the voting list. **Be sure, therefore, to watch for the list and make the necessary checkup.**

News from Our Locals

Busby-Picardville Sublocal

Fall conventions, the institute at Westlock, report cards, newsletters from Head Office, and a school festival, to be held at the end of the school year, have been topics of discussion at meetings of Busby-Picardville sublocal teachers.

Clover Bar Sublocal

Officers elected at the November meeting of the sublocal were **Val Roos**, president; **Frank Dembicki**, vice-president; **Mary Cross**, secretary-treasurer; **John Wright**, press correspondent; **Leo Piercy**, councillor.

Plans for a spring festival were discussed and a festival committee will be decided upon at a future date.

Coaldale Sublocal

Sverre Solberg, a member of the sublocal's committee, gave an explanation of a plan to give aid to teachers at future meetings. The plan consists of having problems presented by teachers, which would then be printed and distributed to the membership of the sublocal and discussed at a future meeting.

Cold Lake Sublocal

Results of the elections of officers for the sublocal were: **E. Hollick**, president; **Wm. Hansen**, vice-president; **Rowena Roux**, secretary-treasurer; **J. Stonehocker** and **G. Brocke** are councillors; **Elsie Claybert** is press reporter.

Correspondence School Branch Local

Chairman **Nancy Thompson** reported on the Edmonton District Council meeting and the 1951 Banff Workshop at the local's November meeting.

Officers elected at this meeting were **Helen Berry**, president; **Vi Syrotuck**, vice-president; **Jean Hill**, secretary; **Mary Dunnigan**, treasurer; **Alice Stephenson, Elizabeth Filipkowski**, councillors; high school representative, **Frank Page**; junior high school representative, **William McKay**; elementary school representative, **Violet Falla**; press correspondent, **Muriel Ness**.

Czar-Hardisty Sublocal

Approval of the organization of a teacher institute was expressed by a recent sublocal meeting in Hardisty. Also discussed at this meeting were arrangements for the annual track meet.

Films were shown by the Hardisty teachers.

Derwent Sublocal

Sublocal executive for 1951-52 are **Michael Charuk**, president and representative to track-field committee; **William Bober**, vice-president and councillor; **Dan S. Chrapko**, secretary-treasurer. Others elected to office were **W. A. Sakowsky**, press correspondent; **Halia Demkiw, Elizabeth Youzwishen, Alice** and **Steve Wysocki**, social committee.

Arrangements are being made to hold joint meetings with Myrnam Sublocal.

Egremont Sublocal

William Kraychy was elected president of the sublocal, with **Natalka Goresky**, vice-president; **Frances Pawluk**, secretary-treasurer and press correspondent; and **Dave Kolassa**, councillor.

Alex Konasewich reported on the Banff Workshop. Arising from the report was the decision to have the topic "Home and School" placed on the agenda for the next meeting. Taking part in the discussion of this topic will be **I. Goresky**, superinten-



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dent of schools; **William Tanasiuk**, principal of Radway; and **Mr. Petrie** of Egremont.

Edgerton Sublocal

President, vice-president, and secretary-treasurer of the sublocal are **Ann Sparnitz, Frances Patterson,** and **John Woloshyn** respectively. Mr. Woloshyn is also press correspondent. **Vera Burnett** is the representative to Wainwright Local.

Topics of discussion at the meeting were musical festival, Christmas concerts, and audio-visual aids.

EUS Calgary

Plans are underway in the EUS to send a delegate to the Western Canada Student Teachers' Conference, which is to be held at the University of Manitoba this year.

Fairview Sublocal

Election of sublocal officers resulted in **Stan Chapman** as president; **Willam Penchuk** as vice-president and **Alice Blaskovitz** as secretary. Each monthly meeting, scheduled for the first Saturday, will take place at a different school. It is hoped that in this manner, teachers will find it more convenient to attend meetings, and also to meet other teachers in the division.

Foothills Local

At a recent meeting held in Calgary, **Richard Cunningham** of High River was named to head the local association. He succeeds **John Wilson** of Okotoks. **E. B. Lindbergh** is vice-president and **F. P. Van Tighem,** was re-elected secretary-treasurer. Mr. Cunningham and Mr. Van Tighem were named as councillors and **Helen McKay** was appointed press representative.

A report on salaries was given by the chairman of the negotiating committee, Mr. Cunningham. Effective the first of September, teachers were given an annual increment of $150

for the first five years and $50 for the next five years. The change was brought about in order to benefit younger teachers in the profession. The schedule now allows $40 per course for the first five university courses and $50 for the remaining courses towards a degree.

Mr. Cunningham, Mr. Wilson, and **Douglas Pakenham** of Blackie were all re-elected to the negotiating committee and the names of **Phyllis McLean** and Mr. Lindberg were added to the committee.

Forestburg Sublocal

Officers for the coming year are **D. McLeod**, president; **Helen Erickson**, vice-president; **J. Lencucha**, secretary-treasurer; **H. Ewasiuk**, councillor, and **Inez Erickson**, press correspondent.

The teachers met in groups, elementary, junior, and senior, for the purpose of selecting filmstrips for their respective groups. These films will form a filmstrip library for the three schools.

Grande Prairie Sublocal

John Aaserud is president; **Frank Toews**, vice-president and councillor; and **Madeline Russill**, secretary-treasurer and press correspondent of the sublocal.

Mary Gray, representative for the Northwestern District, reported to the local on a recent meeting of all the northern locals.

The language testing program, which is to be used in the County of Grande Prairie, was discussed.

Hardisty-Provost Local

Officers elected at a local meeting held in Camrose were **Allan Strandberg**, president; **Bill Soprovich**, vice-president; **Edna Tait**; secretary-treasurer; **Frank Paege**, **B. Doetzel**, **D. Kilback**, salary negotiating committee; **E. Otkin**, **Allan Strandberg**, councillors; **Albert Ganser**, press correspondent. **E. G. McDonald**, super-

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intendent of schools, **Eric C. Ansley,** and the Blue Cross representative, **Mr. Briggs,** addressed the group.

High Prairie Sublocal

Superintendent **L. Broughton** led an interesting discussion regarding the teacher's responsibility for supervision in addition to responsibilities for instruction and guidance, at a recent sublocal meeting held in the new school. Mr. Broughton pointed out that the effectiveness of supervision is directly proportional to the degree of diffusion of responsibility among superintendents, principals, teachers, and pupils.

Hythe-La Glace, Valhalla Sublocal Valhalla Sublocal

G. Gavinchuk of Grande Prairie gave an interesting report at the November meeting, at which Grande Prairie and Beaverlodge Sublocals members were present, on the administering of the "California Language Test." Mr. Cavinchuk said that the main purpose of the test, which is to be given to all pupils, is to provide a means of diagnosing individual student difficulty in language, and thus enable them to provide remedial treatment.

Mary Gray thanked the sublocal, on behalf of the visiting members, for their invitation.

Jarvie-Fawcett Sublocal

Plans for a festival and track meet were discussed at a recent meeting of the sublocal.

Talks on extra-curricular activities, such as plant breeding, oil painting, modelling, and leathercraft, were given by **B. Skoropad, B. Dawson, Ferne Dawson,** and **Harold Ross.**

Lamont Local

Provincial interscholastic athletics, teachers' pensions, and the festival were topics of discussion at an October meeting of the local. **A.**

Saruk was chosen to act as a member of the festival committee.

Wm. Worbets gave an interesting talk on procedures of conducting successful meetings, and methods of fostering public relations.

Marwayne-Streamstown Sublocal

S. D. Simonson, superintendent of schools, spoke on "Enterprise in Grades III and IV," to a well-attended teachers' meeting in Streamstown in November. Using the section, "How Our Community Lives," Mr. Simonson discussed the ten problems of the scope, and their place to varying degrees, in the enterprise. The objectives of enterprise, records, and parallel activities were included, and the importance of teacher-planning was stressed. Mr. Simonson suggested that a basic plan for the year's enterprises, including allowance for extensive work on each problem of the scope at some time during the year, might be drawn up by each elementary teacher, using references at

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hand, and the background of study and needs of the pupils concerned as a guide.

Mundare Sublocal

Slate of officers for Mundare Sublocal are **Stanley Ruzycki**, president; **Eric Hale**, vice-president; **Eleanor Tichon**, secretary; **Joseph Souchuk**, press correspondent; **Wm. Ewachniuk, J. Lesoway, Sadie Shymanski**, social committee.

Mr. Ewachniuk distributed a list of films to go on circuit in the sublocal. **Jack Dowbush** was appointed rural representative on the festival committee. **M. Woycenko**, secretary-treasurer for the Lamont School Division, gave a talk on the correct ways of completing term returns and other forms.

Ponoka Sublocal

Ruth James and **John Wood** were the main speakers at the sublocal meeting in November. Mrs. James reported on the writers' course which she had taken at the Banff Workshop and gave several points for successful writing.

Mr. Wood spoke on the group planning and collective bargaining courses of the workshop.

Red Deer Local

Whether the teachers in the area around Red Deer should continue to form into sublocals, or whether they should try to attend local and sublocal meetings in fewer and more central points was the topic discussed at an executive meeting of the local in November. Councillors or secretaries of sublocals were present at the meeting.

Red Deer Sublocal

Teachers of the Red Deer Sublocal are making a study of *Better Schools for Canadian Youth*, a publication of the Canadian Committee on Practical Education. **Madeline Singer, Barbara Eggan, D. Prescott, R. Whitney**, and **H. Dawe** led the first panel discussion.

Attention will be given to the criticisms of the educational system made by Canadian employers, who complain that today's graduates of our schools are deficient in their handling of the "three R's."

Smoky Lake Sublocal

H. A. Kostash, superintendent of schools for the division, led an interesting discussion on enterprise work in the elementary grades at an October meeting of the sublocal. Mr. Kostash told the teachers that they should aim at teaching the school child how to lead a useful and well-adjusted life in society. He pointed out that the philosophy of the enterprise system is to "learn by doing."

Whether the Waskatenau and Smoky Sublocals would join was also discussed at this meeting.

Executive for Smoky Lake Sublocal are president, **Peter Klufas**; vice-president, **Mike Sokolowski**; secretary-treasurer, **Mary Schroeder.**

Stettler Sublocal

Vera Hansen of the Stettler School Staff addressed the October sublocal meeting on her experiences as an exchange teacher in Gourock, Scotland, in 1949-50 and as a substitute teacher in several Danish schools in 1950-51.

In both countries Miss Hansen saw schools hoary with age and tradition, and schools of the most modern design. The Scottish system is comparatively formal, but the methods are thorough; the Danish system has more feautures similar to ours, but these are of European rather than American origin. In both Scotland and Denmark, Miss Hansen found the teachers exceedingly helpful and friendly, and the educational authorities anxious to show the visitors around.

Officers for the sublocal are president, **Clarence E. Mellom**; vice-

president, **Fred Wournell**; secretary-treasurer, **Dorothy Kirby**; program committee convener, **Orma Crone**; press correspondent, **N. D. Muir**; councillors; **Elizabeth Hartwell** and **Nellie Arlendson.**

A. L. Arlendson and **N. D. Muir** told the sublocal of their experiences at the Banff Workshop. Mr. Arlendson attended the main sessions and Mr. Muir, the writers' course.

Mr. Arlendson emphasized the importance of the workshop in bringing teachers to a better understanding of their relationship to the many publics with which they came into contact—students, parents, school boards, business, the church, the press, the "general" public. The courses are invaluable, he said, in broadening the teacher's professional background, and in improving his leadership and thus his social effectiveness.

Mr. Muir explained the place of effective writing in building better relations between the teaching profession and the other groups in the community whose understanding and support we need.

Strathmore Sublocal

The change of name of salary negotiating committee to collective bargaining committee was unanimously agreed upon at the sublocal's November meeting. This was done to broaden the working scope of the committee. **Ian Mackenzie** was chosen as representative on the committee.

Last year's school fair list was revised to adheres more closely to this year's course of studies.

John Bracco gave an interesting talk on "The History and Organization of the Alberta Teachers' Association."

St. Michael Sublocal

St. Michael executive is **O. J. Chernyk**, president; **Nicholas Skladan**, vice-president; **Henry Pruss**, secretary-treasurer; **Michael Symorozum**, councillor; **Mark Orydzuk**, festival representative.

Members who attended the Banff Workshop will be invited to future meetings to speak on the courses taken.

Stony Plain Local

Stony Plain Local elected **Warren S. Bailey** of Stony Plain as president, and **J. E. Milner** of Seba Beach as vice-president at an annual meeting in the fall. **Minnie Harris** was persuaded to continue as secretary, the position she has held for the past three years. **R. W. Wilson** is press correspondent.

A new system of appointing personnel for the other positions and committees was proposed and accepted by the meeting. Each sublocal is to make nominations and the final decisionss are to be made by the local executive.

Thanks was extended by the local to **H. Anderson** and the musical festival committee, and to **Earl Reynolds** and the track and field sports committee for their excellent work.

A report was heard from the salary negotiating committee and from **F. J. C. Seymour**, the ATA's representative acting on the local's behalf. Mr. Seymour asked for suggestions for further discussion with the board.

Sundre Sublocal

After the election of the following officers, **George Tingley**, president; **Henry Rempel**, vice-president and press correspondent; **Pamela Anderson**, secretary-treasurer; **John Weir** and **Doris Conway**, councillors, Mr. Weir introduced a new method of filing pictures, pamphlets, and other source material.

Audio-visual Aids Branch films were shown at the second sublocal meeting.

New Year's Greetings

Once again I welcome the opportunity to wish each and every one of you a Happy and Prosperous New Year.

As we look forward to 1952 it seems necessary for each of us to make a New Year's resolution—to endeavor to make a greater individual contribution to society as a whole. Progress is the result of combined individual effort and individually we must make our contribution—each in his own way.

May we, a year from now, look back upon a year of achievement and be assured that we have made our full contribution towards that success.

IVAN CASEY,
Minister of Education



Letters

November 15, 1951.

To the Editor:

I am enclosing herewith a request from the Canadian Education Association for an Educational Advisor for Ethiopia.

Since we were unable to think of any suitable person who might be interested in this assignment, I was thinking that you might feel is worthwhile to run a small notice in *The ATA Magazine.*

Yours sincerely,
H. E. SMITH,
Dean, Faculty of Education.

Excerpt from request:

The CEA office has been asked to assist in finding an Educational Advisor for the Ministry of Education and Fine Arts of the Imperial Ethiopian Government. If interested, please write to F. K. Stewart, Executive Secretary, the Canadian Education Association, 206 Huron Street, Toronto 5, Ontario.

January 4, 1952.

To the Editor:

I should like to draw the attention of teachers to the fact that the 1952 Summer Session Announcement and registration forms are now available for distribution. When applying for these materials teachers should make use of the application form which appeared in the December issue of your magazine.

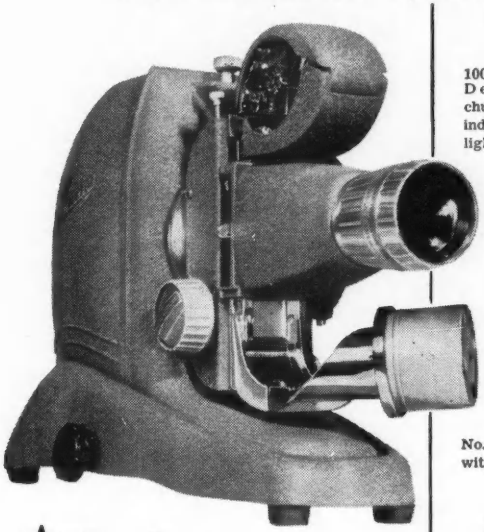
Teachers are also invited to study the Summer Session advertisement which appears in this (or the January) issue of the magazine.

Yours very truly,
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